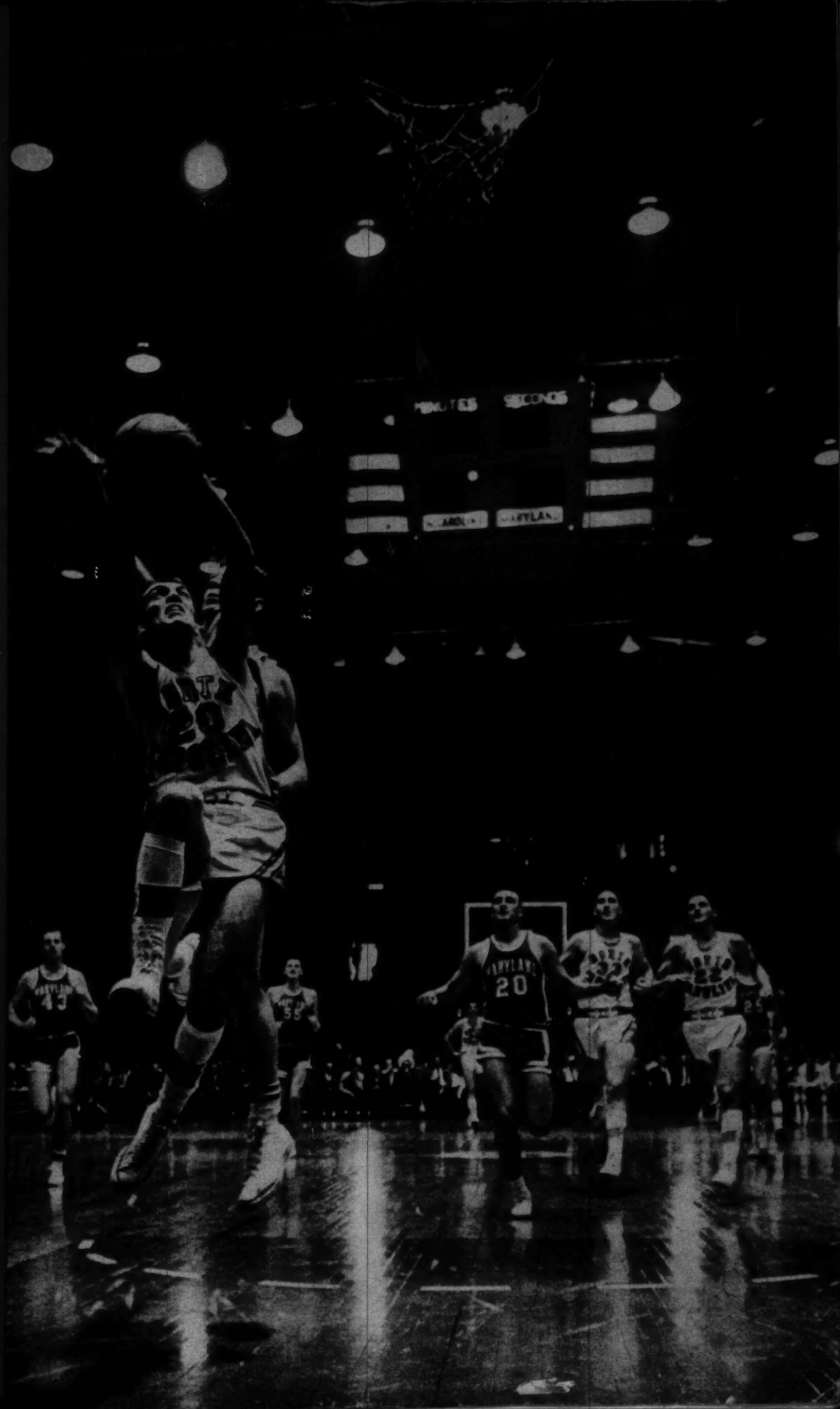


SCHOLASTIC COACH

OCTOBER 1961 • 35c



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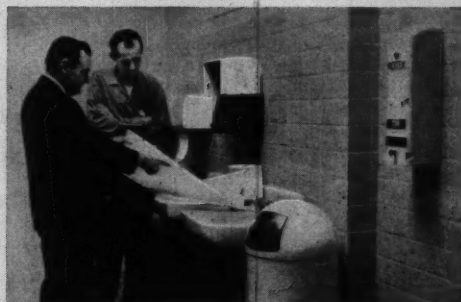
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LASTINCOTE #7 gym floor finish gets endorsement of Levittown School Superintendent John A. Mongon (center). Meili reminds Coach Joseph Diminick (right) that long-lasting, easily-maintained Lastincote #7 preserves natural wood finish—without glare—won't darken, reduces scuffs and rubber marks.

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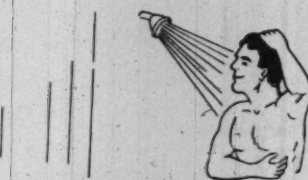
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VOLUME 31 • NUMBER 2 • OCTOBER 1961

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"Here's how Rawlings assures consistency of size, shape, action and quality in the RSS, basketball after basketball!"

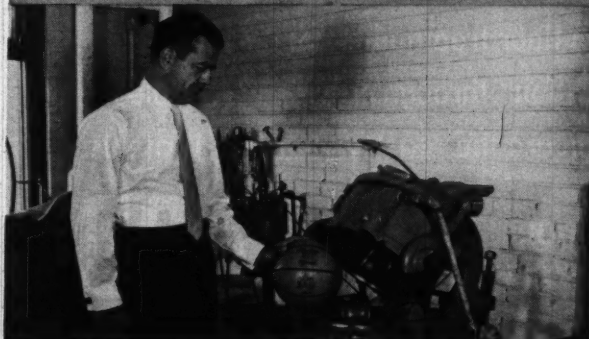
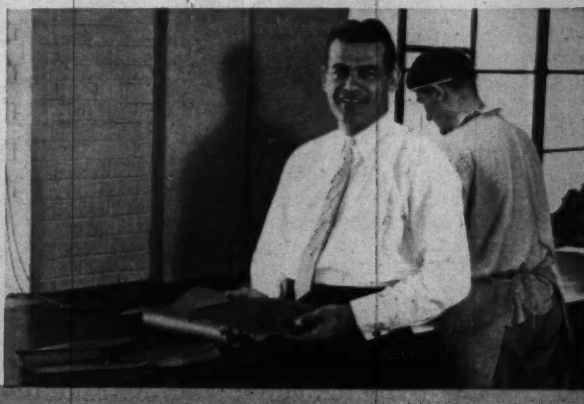
Chuck Farrington

DIRECTOR,
RAWLINGS SCHOOL AND COLLEGE DEPARTMENT



Below is the construction chart of the Rawlings RSS. Each step in this construction employs carefully controlled and supervised machine operations. These machines assure maximum consistency. Note that the center is nylon wound—*perfectly round*. RSS construction provides maximum soft touch and maximum resiliency. But not every operation can be done by machines.

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Basketball

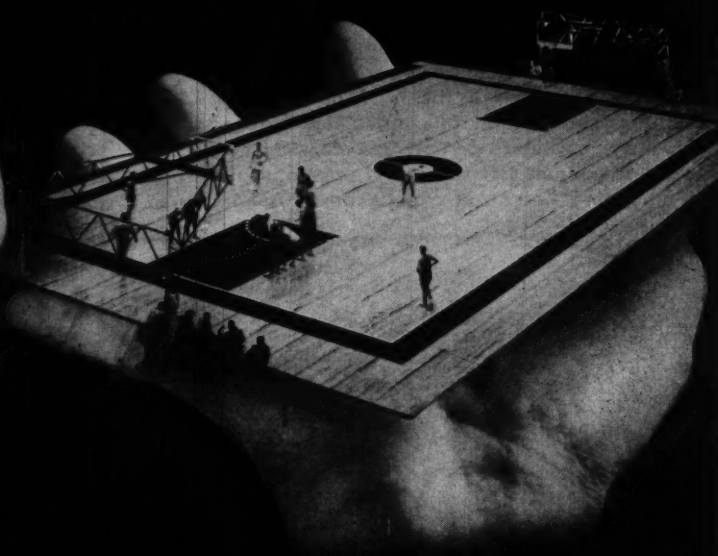
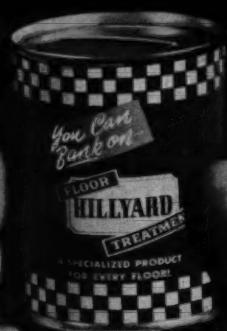


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BRANCHES AND WAREHOUSES IN PRINCIPAL CITIES

Another runback on Dr. Conant

● IN a national periodical earlier this year, Dr. James Bryant Conant, former president of Harvard, fermented the grapes of his wrath in an article entitled, "Athletics—the Poison Ivy in Our Schools." One of athletics' sourest admirers, Dr. Conant declared that "a vicious over-emphasis" on competitive athletics is "seriously destructive of our entire educational structure." In these days, he asked, "Can we afford the luxury of so much misdirected efforts?" Scholastic Coach took a whack at Dr. Conant in its April 1960 editorial. It would now like to turn the paddle over to Tom Macrini, athletic director at Wappingers Falls (N. Y.) Central School.

AFTER reading and mulling over Dr. James Bryant Conant's latest whack at athletics, I'd say that the question boils down to this: Should we put the physical education and athletic program on a level with the academics, or should we make the classroom as interesting, active, and productive as the playing field?

In his first four paragraphs, Dr. Conant correctly states that "many Americans were disturbed because unofficial team scores (in the 1960 Olympic Games) showed that the Soviet Union had clearly taken first place, the USA second." He believes this concern is fatuous and not a determining factor in the cold war.

What does the Professor think is a cold war? When Russia comes in first in the Olympics, or soars higher into space, or dives deeper into the sea, or bluffs our diplomats, isn't this success for the USSR and failure for the USA? Isn't the world chalking up another point for the Soviets?

In his next four paragraphs, Dr. Conant again resorts to the cry of over-emphasis. Nowhere does he mention that *athletics is the only aspect of the broad educational program that succeeds in stimulating the interest of both the student and the community.*

Instead of knocking down this vital, unifying activity, why not try to stimulate a similar interest in the purely academic phase of the school curriculum? *Academics might profit by adopting some of the methods which have produced such spectac-*

ular interest in sports.

First, let's select the most capable students in the academic field, and provide them with opportunities for optimum development—just as we do in athletics.

Second, only recently has any effort been made to help our bright students further their education. We hope that the novice National Merit Scholarship Corporation will compare in efficiency with the organizations that render aid to talented athletes.

Third, organize after-school academic sessions for the gifted student the same way as for the gifted athlete.

Fourth, give recognition to the gifted student on the local, state, national, and Olympic level.

Fifth, take an interest in the student beyond his school life. Does any academic teacher get to know a boy, his family, his girl, or his woes more intimately than a coach?

Couldn't an academic teacher, by adopting the personal-interest approach of the coach, get more out of his students?

To repeat: *the basic educational problem isn't a question of over-emphasis in athletics but a problem of inadequate emphasis and motivation in academic subjects.*

Dr. Conant continues with four more paragraphs that deplore the athletic program in the junior high school. He declares that "it is the community that is primarily responsible (for over-emphasis)" and ad-

vises "no junior-high-school interscholastic competition or marching bands."

Doesn't Dr. Conant know that many Ph.D.'s and M.D.'s are parents who permit their junior high school boy to play interscholastic games and their girl to be in the marching band; and that the National Association of Secondary School Principals and many states, including New York, approve of junior high interscholastics?

In another paragraph, Dr. Conant admits that senior high competition is well-developed, but hopes nevertheless "to reduce the emotional involvement of communities in the results of interscholastic athletics." In other words, don't be too happy when your son's team wins nor too sad when your daughter fails to win an award in twirling. Isn't winning in business or in fun as American as cowboys and Indians?

The remainder of the article urges parents and the community to inquire into the time, money, and pressures exerted by the schools for athletics, and details an unfavorable comparison with European schools. The parent's and community's interest in athletics, I've found, *invariably overflows into other areas of education.* This interested overflow would ebb to a trickle if the broad program of athletics were heavily deemphasized.

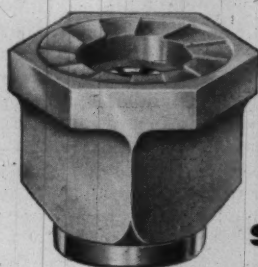
No doubt, you too are saturated with all the unfavorable comparisons with European schools. How come, then, that we're awarded more than our share of Pulitzer and Nobel Prizes, that we produce more than our share of goods, inventions, and discoveries?

Do these achievements indicate an inadequate educational and athletic program? Should we drag one area of education (academics) down—if it is down—or should we organize, administer, and motivate it so that it, too, can achieve the success of athletics?

REDUCE INJURIES GAIN TRACTION

56 FLAT SURFACES

in every pair of shoes give the backfield added advantage. The loss of traction or forward power at the moment of impact is the real injury villain for offensive backs. This new shape grips the turf with seven "Square Sockets" in each shoe. You wouldn't row a boat with a round oar. Don't penalize your boys — Give them the advantage of the flat power-thrust surface.

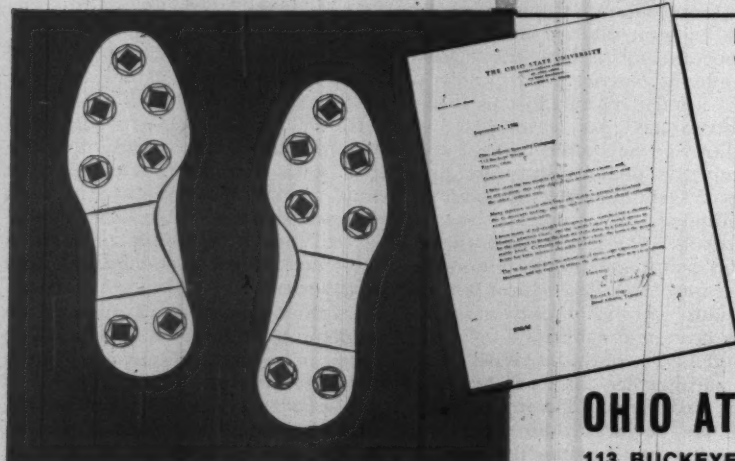


Pat. Pending

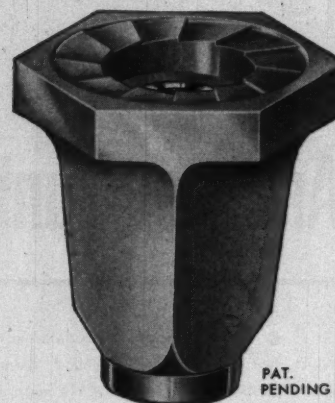
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Here is the ideal practice cleat coaches and trainers have been looking for. This low height (only 1 1/16") plus a large ground contact area (over 1/2" diameter) greatly eliminates the danger of ankle and knee injury. In our research, this is the only short cleat that will screw down flush to the washer — on any cleat post — on any make of shoes.

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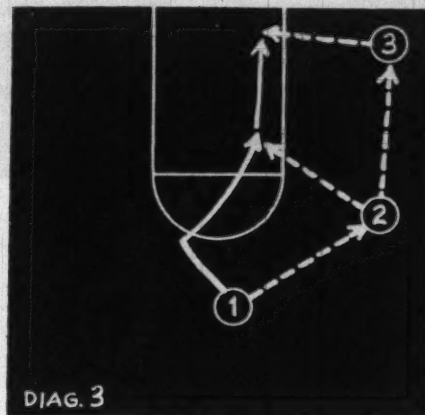
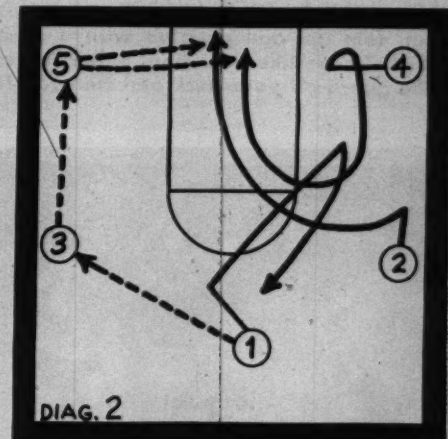
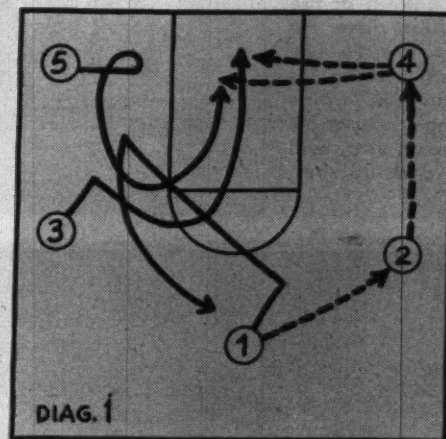
Inside or outside, stopping, starting, for spins or pivots, the SAF-T-SQUARE Cleat is proving itself right down where it counts. Put your team's best foot forward. Outfit your boys with the new SAF-T-SQUARE Cleat . . . NOW. . . See your dealer for complete information.

- Improved nylon with one-piece hardened steel insert and tip — won't burr.
- New "Square Socket" design.
- Extremely light weight.
- First major improvement in cleats in a decade.
- Eliminate the games lost by poor traction.
- Wonderful for every position.

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"I have seen the two models of the square-sided cleats; and, in my opinion, this style of cleat has definite advantages over the older, conical style. "Many injuries occur when boys are unable to protect themselves due to insecure footing, and the square type of cleat should certainly eliminate this insecurity. "I know many of my trainer colleagues have searched for a shorter, blunter, practice cleat; and the square 'shorty' model seems to be the answer to bring the foot off stilts down to a firmer, more stable level. Certainly the shorter the cleat, the lesser the possibility for knee injuries and ankle instability. "The 56 flat sides give the advantage of more edge exposure for traction, and we expect to utilize the advantages this new cleat offers."

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A Five-Man Move That Has EVERYTHING

"COACH, that's our play!" How many times have you heard your bench gasp in surprise as the opponents uncorked one of *YOUR* plays to score an easy basket against you? That's basketball, of course. Any coach worth his whistle will pick up anything good he sees. The moves that pay off most consistently become the backbone of the offense. After watching many games on TV and checking hundreds of pro, college, and high school games, the writer has ferreted out what could be the most successful *five-man* move in the game. At least it has produced more frequently than any other play he has seen.

As shown in **Diags. 1-2**, it has everything—simplicity, ball-control, safety men, follow up, and allowance for changes of course at any stage; in other words, no "dead ends." This sort of attack is enthusiastically appreciated by the young and inexperienced team as well as the well-trained club. It incorporates a sense of "togetherness" (usually called teamwork) that joins the boys in a five-man effort without restricting anyone to mere screening or picking. The five men get off together, and usually end up with happy results.

The attack is launched whenever the opponents set up in one-on-one (man-to-man) positions (**Diag. 1**):

1, after feinting a pass to 3, hits 2. He then moves a step or two toward 2, looking for a possible give-and-go

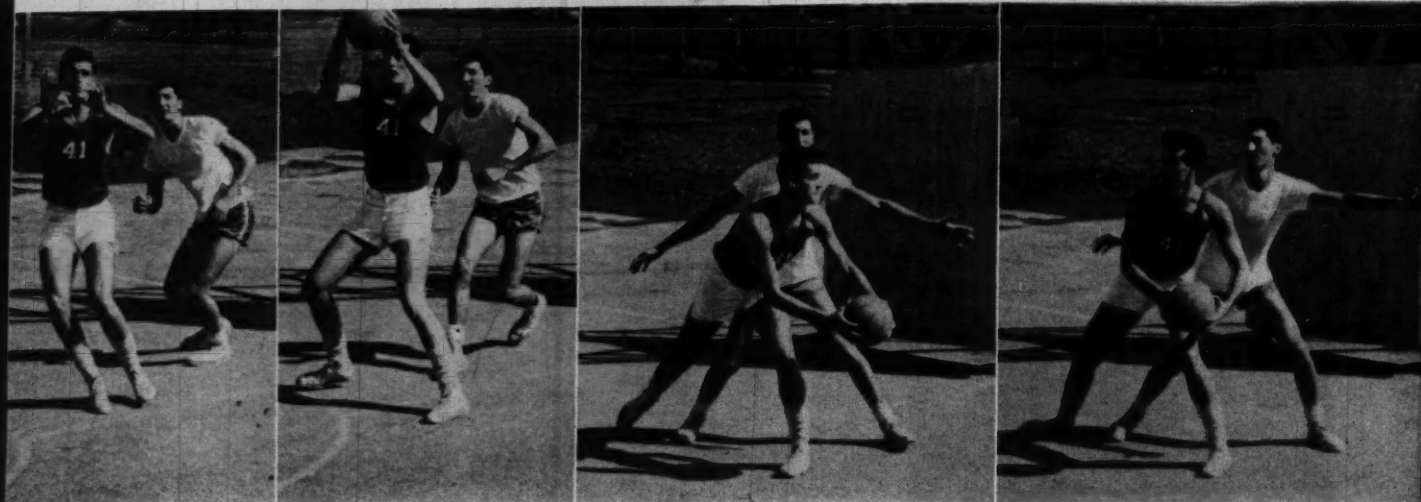
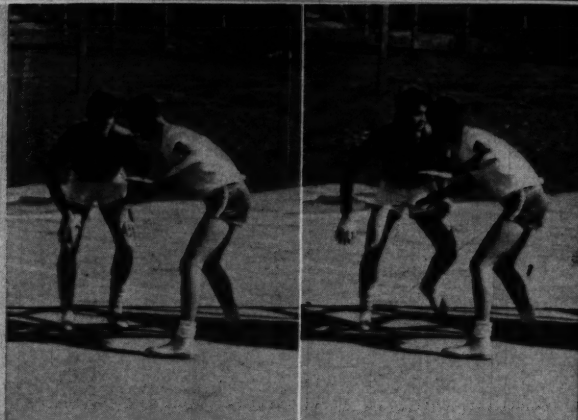
(Continued on page 76)

By **HERMAN WOLFE**

Francis Lewis H. S., Flushing, N. Y.

COMING OUT OF A DEEP, WEAK-SIDE POST

Perceiving his guard playing him close with his back to the ball, the weak-side post fakes to the base line, pulling his man in that direction. He then cross-steps past the guard, clearing him very nicely, and cuts across the lane to the bottom of the key. At this point he's hit nicely with a head-high pass. He catches the ball with the feet spread, enabling him to use either foot as the pivot. He fakes deep to his left, sucking his bustling guard out of position, pivots on his rear foot, brings his front foot up, and goes up with a close-range jumper. A good swift move like this, from either the corner or post, will keep the guard off your back and free you for a close-up shot.



By **RAY C. COLEY**, *Coach, Rincon H. S., Tucson, Ariz.*

Weak-Side Post Pattern

SINCE our school first opened three years ago, we've been blessed with two above-average players—a 6'3" boy who's a tremendous jump shooter from almost anywhere, and a 6'2" player who's a real good driver, very tough rebounder, and average outside shooter.

Since we had no real big man on our club, we had to come up with an offense that would create jump shots for our best shooters and provide operating room for our good drivers.

We played a small-school schedule our first year, since we had no seniors in school and very few juniors. We found we could run our basic weak-side post offense with ease and get a multitude of good

shots for our good shooter. Though we went into AA competition the following year, we were still able to run our basic stuff and get good shots.

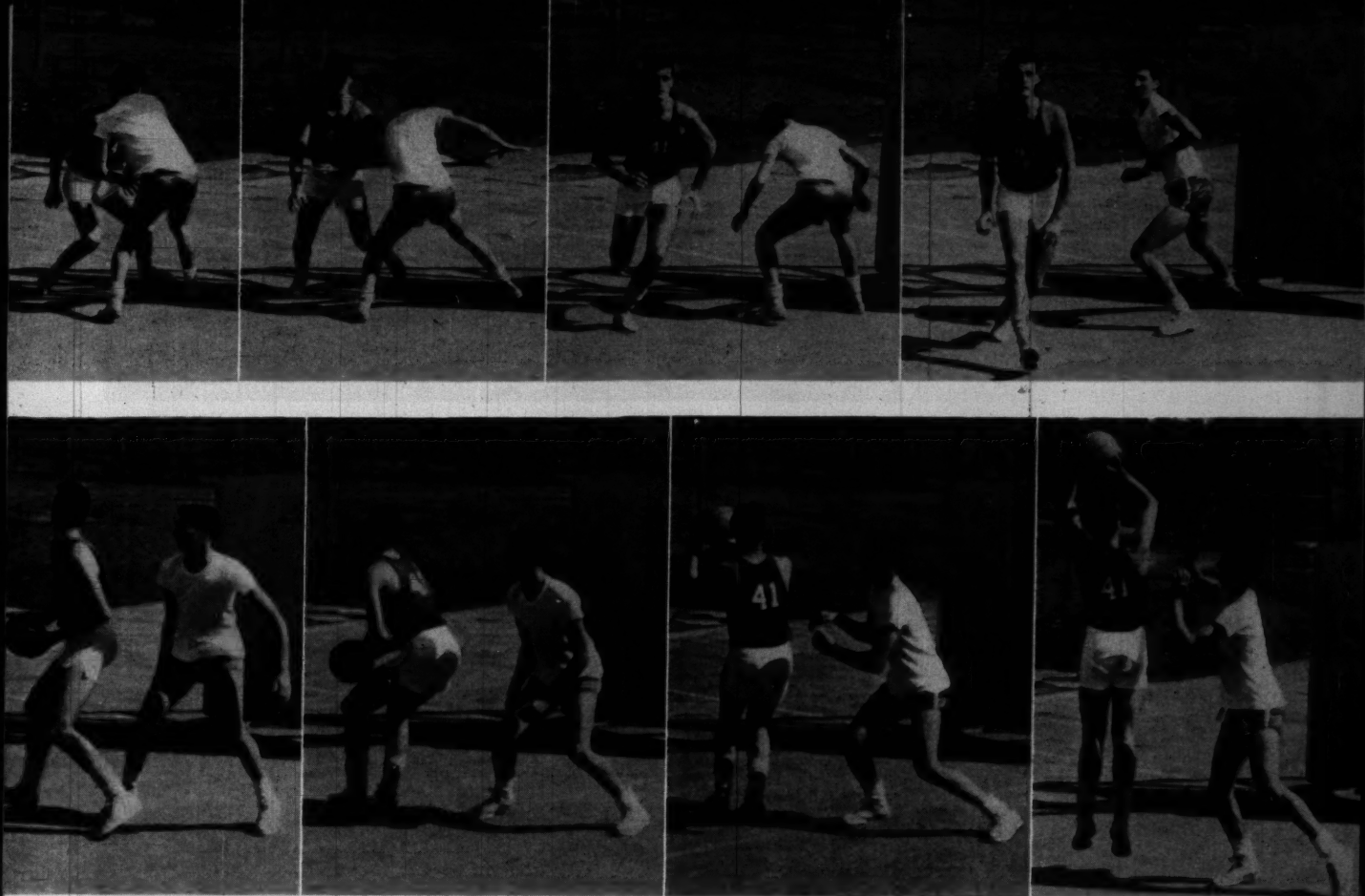
As the year wore on, however, we found it increasingly more difficult to work the ball to our main shooter, as our opponents overplayed on the pass to him. Fortunately, we weren't taken too seriously in our District; and, with the tremendous pride our kids had, we managed to tie for the championship and go on to finish 4th in the State AA tournament.

Coming into 1960-61, we figured that, if we could devise some way of keeping the defense from congesting on our two main scorers, we could make it tough on any team in

the state. That wasn't a small order, however, since every team in the District had at least one boy 6'5" or better. We had to keep the defense moving, especially the big men, to have any hope of getting our "bread-and-butter" shots consistently.

We finally hit upon the idea of creating more maneuvers for our guards. That, we figured, would keep their defensive men honest and prevent them from sagging on or crowding our main shooters.

The main intent of our basic offense is to get the ball to the weak-side forward at or near the free-throw line. In reality, we're trying to clear the weak side for these two men—the forward and the post man. We felt this might be done easier by having our guards, or a guard



and strong-side forward, employ a number of maneuvers and options between themselves that would free either one of them or the two aforementioned weak-side men, as well as give us more scoring from the guards' position.

Guard-to-Guard Maneuvers:

As shown in **Diag. 1**, this option is signaled by guard 1 passing to the other guard, 2, faking an inside or outside screen on X-2, then coming behind 2 for a return pass, back-flip or hand-off. 2, upon completion of the pass to 1, fakes a step or two to the right, then cuts the middle, looking for a return high pass, keeping his left hand raised as a target.

If a return pass isn't feasible, 1 looks for the weak-side forward, 5, who has tried to rub his man off on the post, 4, and X-2 coming through, and is now breaking to the top of the free-throw line.

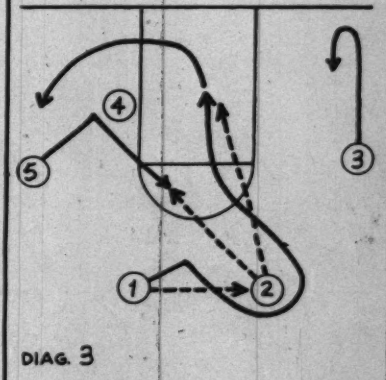
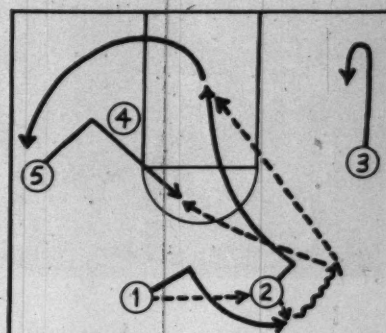
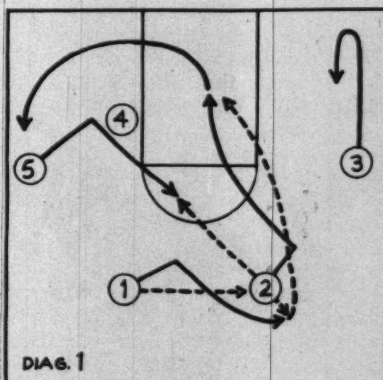
Option 2 (**Diag. 2**) is signaled the same as before, but the maneuver is changed somewhat by the original passing guard, 1. In this case, 1, after receiving the return pass from 2, takes a couple of dribbles to the right, then looks for 2, giving him a high pass, if he's open. If 2 isn't open, 1 looks for the weak-side forward, 5, as before.

Option 3 (**Diag. 3**) is also signaled the same as before. But, if the original

passing guard, 1, doesn't receive the return pass from 2, he breaks all the way around 2, then cuts the middle, looking for the high return pass. If 1 isn't open, 2 looks for 5, the weak-side forward, coming to the top of the free-throw line. This is an excellent move whenever you find X-1 playing tight on the "go-behind" cut by 1.

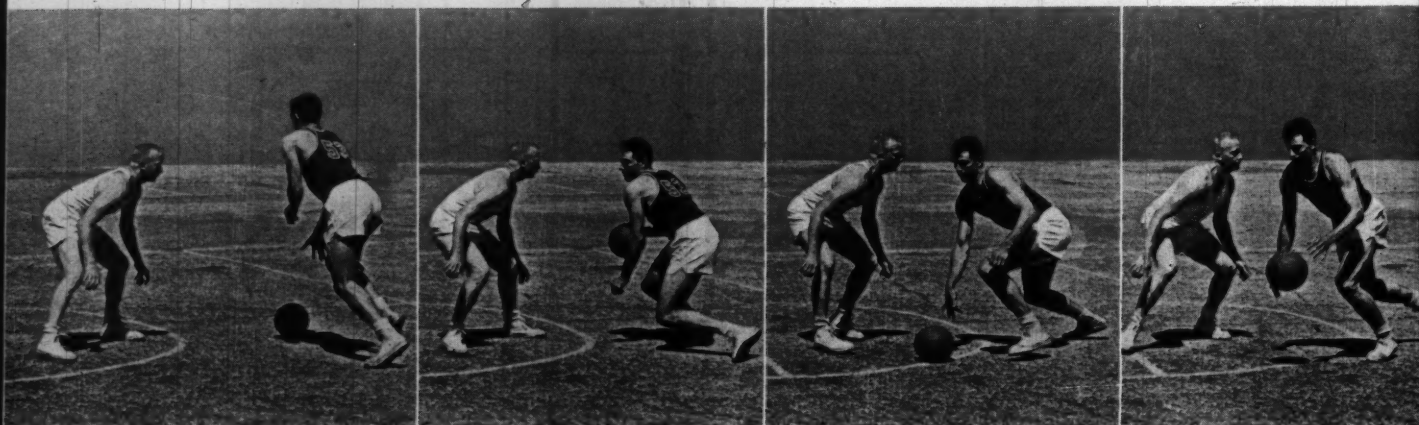
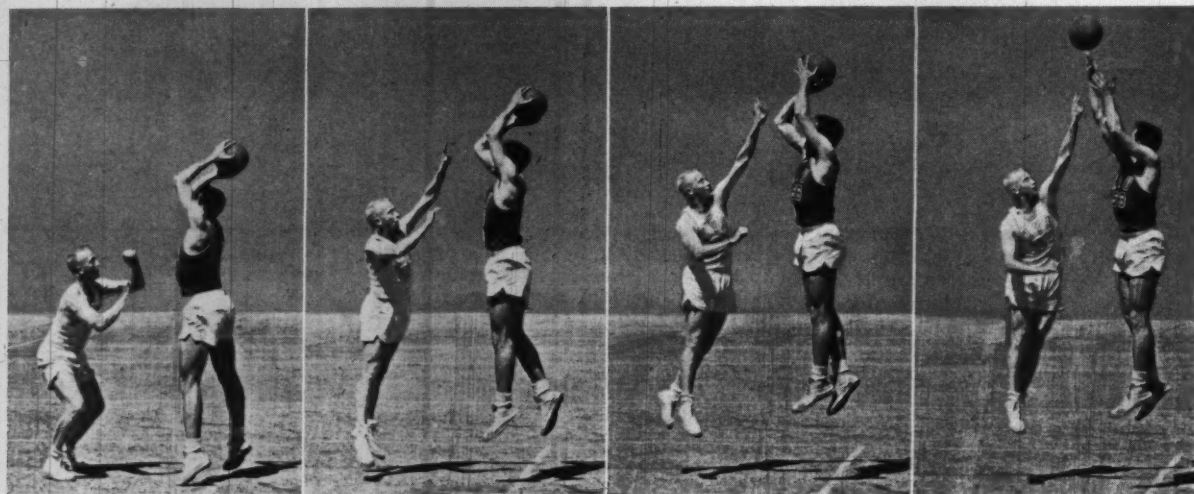
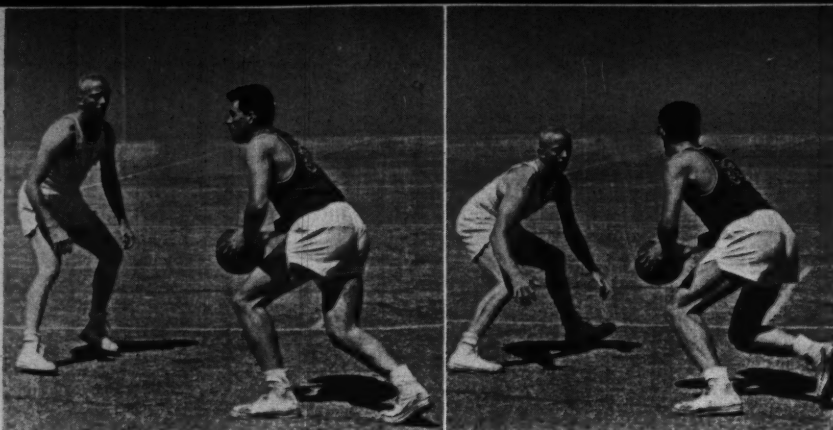
Option 4 (**Diag. 4**) is signaled the same as before. But this time 1, noticing his defensive man overplaying his "go-behind" cut, fakes his inside or outside screen on X-2, plants his right foot, and cuts the middle with his left

(Continued on page 72)



REGULAR JUMP SHOT

Offensive man fakes left, then take a long, single dribble to the foul line. He brings his legs together, then springs as high as he can—leaning slightly forward, not falling backward. At the peak of his leap, he removes the balance hand and releases the ball softly off his fingertips, with an extension of the shooting arm.



JUMPER ON THE RUN: Again the attacker starts dribbling to the foul line, but this time he suddenly changes

direction. He switches dribbling hands and drives down the left side of the lane. He crooks the ball as his right foot hits

By Bill Travis, Coach, Middle Georgia College (Cochran, Ga.)

Pick That Zone!

THREE years ago I was confronted with a ball-handling problem. My kids were only fair to poor ball-handlers, and it seemed that the more we moved the ball, the more we lost it—especially against a zone defense.

Like most coaches, I believed that the defense could never move as fast or faster than the ball, and the best way to beat a zone defense was to get down to the front court before the zone could be set up; in other words, fast break. Then, if your fast break failed you should work the ball as fast as possible from an overload situation until a shot materialized from the best shooting area.

Unfortunately, this philosophy didn't fit the ball club I had. Shot charts were taken, and I found that we were shooting only 35 to 50 times per game after we had gotten down the floor and began our zone offense. These were good shots (10-15 ft. jump or push shots), but we had to hit an above-average percentage to win or do a respectable job.

The ideas I came up with after much deliberation weren't original, I'm sure. I had to answer the question: How can we get more shots of the same caliber?

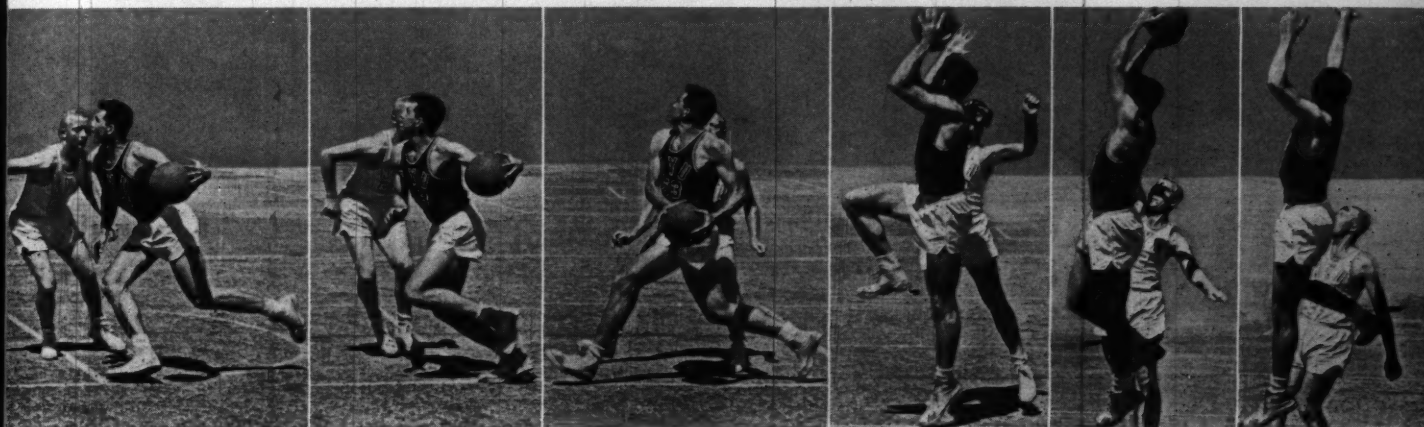
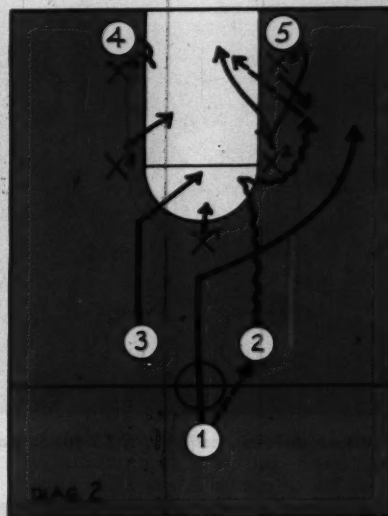
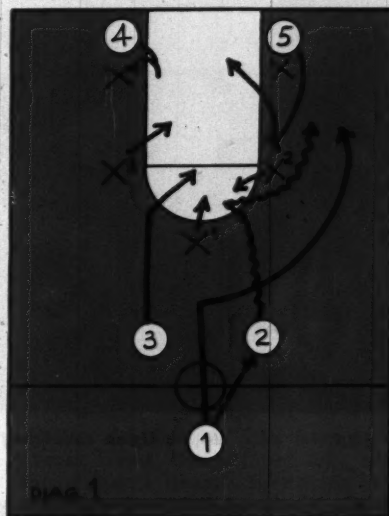
An offensive team tries to boom-boom-boom the ball around quickly until the zone vacates an area in

which a shooter is open; then it's a quick pass to him for the shot. You'll also find that most high school zone defensive players, since they're playing the ball rather than the man, tend to lean forward in their stance—making them highly susceptible to picks.

So I decided that we'd try to come down the floor, pick off an outside guard, get as close to the basket as possible, take the jump shot (usually a 10-12 footer), and rebound.

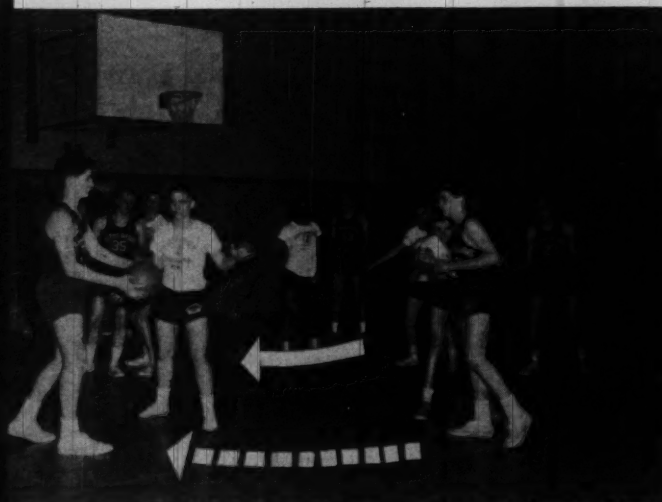
After doing this for several ball games—and we're still doing it!—we've found we get from 10 to 20 more shots—good ones too—than we had been getting by simply moving the ball fast to beat the zone.

The diagrams show how we pick the outside men on the zone, and how we pick from an overload. I'd like to add that anytime you use a system of picks against a zone, your club won't look like a good ball-
(Continued on page 56)

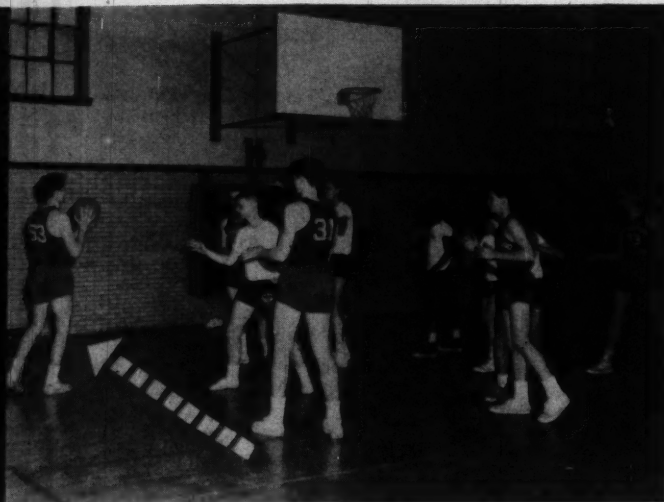


the foul line, takes a giant step with his left foot (protecting the ball with his body all the while), catapults himself

into the air, hangs beautifully, then shoots his nice, soft jumper off his fingertips.



NO. 1: On pass to wing, weak-side post #53 cuts.



NO. 2: Upon receiving pass from wing, #53 shoots if open.



NO. 3: When defense adjusts, #53 feeds post #35.



No. 4: Upon receiving ball from #53, #35 looks for shot.

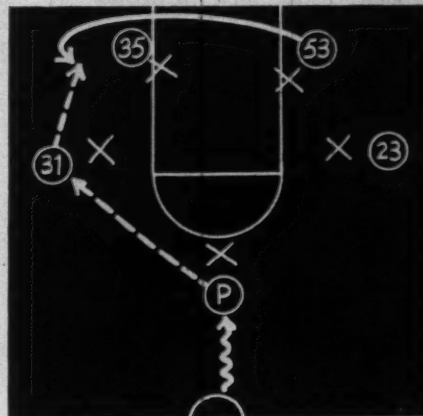


NO. 5: When defense pressures point, posts rotate.



NO. 6: #53 can shoot or pass to #35 or cutting wing.

By **THOMAS J. HANLON**, Coach, Rutherford (N. J.) H. S.



1-2-2 Zone Attack

A simple but highly effective pattern that brings the weak side post across the lane for a fairly easy shot from the side

MOST high school coaches are encountering the 1-2-2 zone with increasing frequency these days. In the beginning it caused us many headaches. We had several zone attacks, but they weren't giving us the shots we wanted.

So we began experimenting with new attacks, until we hit upon the answer—the 1-2-2 zone attack shown in the accompanying diagram and photos.

We line up in a 1-2-2 formation (Photo 1), apparently playing into the hands of the 1-2-2 zone. We deploy our personnel as follows: Our best ball-handler and dribbler sets up in the point position; our best outside shot on the strong-side wing (#31 with ball), our best post man (#35) in a deep strong-side post, our best shooter (range 15-18 feet) in the weak-side post (#53), and our second best rebounder on the weak-side wing (#23).

Though our pattern may be worked to either side, we usually start working the left side (facing our basket). This makes the shot easier for a right-hand shooter coming across the baseline to get the ball. If your best shooter is left-handed, the pattern may be worked just as easily to the right side.

The passing of the ball from the point man to the strong-side wing (Photo 1) provides the signal for

the key move—the weak-side post (#53) coming across the baseline behind our post (#35). Soon as he's open, the ball is passed to him for the jump shot (Photo 2).

If he shoots, he (#53), the post (#35), and the weak-side wing (#23) become offensive rebounders. This leaves the other two men back to cover if the opponents retrieve the rebound.

After the pattern has been run several times, the defense will adjust to stop it, usually by having the back men switch when our weak-side post cuts across the baseline for the shot. When this happens, the shooter (#53) passes the ball into the post (#35), as shown in Photos 3-4 and if he's open he shoots.

If he's covered and double-teamed in the post, the weak-side wing (#23) cuts to the basket to receive the pass from the post.

ROTATE POST MEN

If the defense attempts to stop our pattern by preventing the initial pass from the point to the wingman by overplaying the wingmen and by putting pressure on the ball-handler (Photo 5), we rotate our post men by breaking the weak-side post (#53) up to meet the ball (Photo 6), and by sending the

strong-side post (#35) across the baseline to the point vacated by #53.

If #53 is open in the post, he'll take the shot; if covered, he passes to #35 for the shot.

Also, if both men are covered, we have the weak-side wing (#31) cut to the basket for the pass from the post (#53).

We've found this zone attack works for us and is no more difficult to teach than any other type, since the fundamentals of ball-handling, faking, etc., are common to all zone attack patterns.

General principles to observe in penetrating a zone defense:

1. Move the ball quickly and surely, avoiding cross-court passes.
2. It's tough to screen against a zone; so you have to rely on overloading or shrewdly devised cuts into open areas.
3. To prevent the zone from anticipating your passes, have your ball-handlers fake before passing.
4. Try to get three men in on the rebound, or you'll never see the ball again after you put it up. Remember, the zone is ideally set up for rebounding purposes.
5. Make absolutely sure to have at least two men back as safety valves against the fast break. The zone can flood the fast-break lanes quickly after a rebound or intercepted pass.

STREET, ST. FIRST HALF 1/7/61 AT SEAWEE PLAYERS	INDIVIDUAL DEFENSE							TEAM DEFENSE					
	HOLD OUT	BASE LINE DRIVE	REACH FOR BALL OR JUMP OFF FLOOR	FAILURE TO POINT BALL	GOING BEHIND SCREENS	CUTTING LANE	MAN DROVE MIDDLE	SINK THE MIDDLE	FAST BREAK	HELP ON DRIVE	COVER LOGICAL R/C'VER	HELP ON SCREEN	HELP HELPER'S MAN
(23) (11) SOUTHERN	-						(P)(P)	++	-	-			
(26) (25) (12) BOUCHER	-		-					+		+	-	++	
(14) PRICE	-	(P)(P)	(-)	-				+		+	-		
(24) RYAN	(-)		-P	(-)	-								++-
(44) (4) ATRY			-	-		(-)(-)(-)(-)					-		+-
(12) (26) BROWN			(-)		-					+(P)		+	+
(14) MATHIS					(-)-								
CH'NATZ													
(11) DEWY	(-)						(P)						
PITT													

Charting the Man-to-Man Defense

ALL kinds of charts are used to record and analyze the individuals' and team's performances during a game. Most of these charting plans concentrate heavily on offense. Defense, being much more difficult to assay, has seldom been recorded as assiduously.

Oklahoma Baptist U., however, hasn't been content merely to chart its offense. We've designed a form that has proved extremely valuable in charting the man-to-man defense.

Through these statistics we can trace individual mistakes, discover the strength and weaknesses of our team defense, select our best men to cover certain types of offensive players, realign assignments when mismatches occur, adjust to defense after making an offensive shot, and discover when we're shooting too hurriedly and thereby providing fast-break opportunities for the opponents.

Our chart, as you can see, is a fairly simple device, consisting of several columns, each of which covers an individual or team maneuver (which will be explained and analyzed later on).

The names of our players are placed in the column at the left,

together with the numbers of their assigned men. If an assignment is changed or a substitute enters the game, the new numbers are added—enabling the coach always to determine each player's responsibility.

The charts are kept by halves, thus permitting the coach to compare both half-game and full-game performances with performances in other games.

The symbols, while few and simple, provide a maximum of information. A player receives a plus (+) primarily for team defensive moves. He may sink or help in other ways to correct a teammate's mistake. If his effort forces the offense to regroup, thus allowing the defense to "catch up," he's given a plus under the appropriate heading.

Team defensive effort is always stressed. The defensive post man and the corner men must be well-drilled in the fundamentals of team defense, while the guards, in addition to helping, must try to keep the opponents from making their initial offensive move. At all times, an effort must be made to force the ball away from the direction the offense originally intended to go.

The other two symbols used are

the minus (—) and the letter p. If a player makes an individual or team defensive error, a minus is placed in the appropriate column. If his error results in a score for the other team, the minus is circled.

Many times his defensive lapse causes him to commit a personal foul. At this point a p is marked opposite his name under the error committed. If the resultant free throws are successful, the p is circled.

A close look at the accompanying chart (taken from one of our games last season) will reveal how the chart is arranged and how the symbols are used. The reader may draw the following conclusions:

(1). The fast break was not a problem.

(2). Failure to hold out the opponents after a shot gave them four extra shots, one of which was made.

(3). Avery let his man get between him and the ball (cutting lane), permitting the man to score three goals.

(4). Boucher made the best team effort with four plus marks.

Although these are a few of the most obvious deductions, many more could be made.

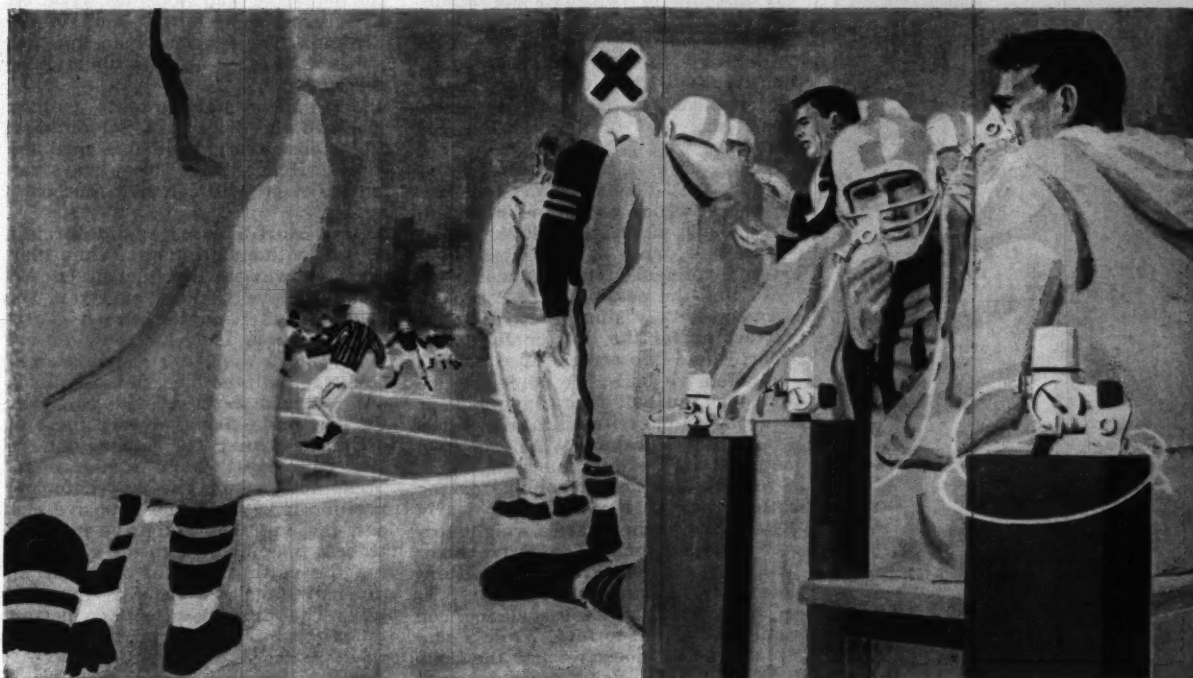
Through these markings, the coach is often able to make adjustments to weaknesses while the game is in progress. He can also check from game to game on the individuals and the team for recurrences of errors and the correction of earlier mistakes. The chart definitely shows where the defensive emphasis should be placed in practice.

The headings of the various columns are grouped under two main divisions: individual and team defensive maneuvers. Under individual movements, only the minus sign and the p are used, whereas under the team movements all three symbols are employed. A breakdown and brief explanation of the various categories follow:

Hold Out: The hold out or block out occurs after an opposing shot. This is a learned position, and the defense must respond to prevent an offensive rebound. The defense man positions himself out from under the goal and blocks his assigned man. Most teams emphasize this action and consider it a must.

Base-Line Drive: Permitting a base-line drive is a cardinal sin. The man-to-man defense is really a team defense. It's therefore necessary to correct as many of the individual mistakes as possible. By forcing the attack toward the middle, the defense knows the location of the ball and the point of convergence.

By **BOB BASS**, Coach, Oklahoma Baptist University



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A base-line drive causes the defensive men to turn to the ball, away from the middle, in order to help. While following the ball, they turn their backs to their own men, losing sight of them. This move exposes them to an easy pass or an offensive rebound.

If the drive is turned toward the middle, the defense man can use peripheral vision to follow both the ball and his man. The failure to stop a base-line drive at its outset puts extreme pressure on the team defense, and the possibility of complete recovery is very slim.

Reaching for the Ball or Jump Off Floor: These two errors cause 90% of our defensive fouls. We don't feel we can steal the ball from an opponent in a one-on-one situation unless he's considerably weaker. When the two men are fairly evenly matched, which is usually the case, reaching for the ball can prove disastrous. It nearly always brings the guard's weight forward, a fundamental defensive error which a good offensive man will encourage with fakes and feints.

The guard's awkward stance can easily cause him to foul. While a slap up at the ball doesn't cause the body weight to shift, a slap down tends to push the body forward.

The jump off the floor, an obvious and unmistakable defensive error, can be just as fatal. It, too, will cause many fouls or result in two-in-one situations around the basket.

Failure to Point the Ball: The entire defense should know the position of the ball at all times. Often the defense fails to point the ball (employ a close guarding position), thus permitting the offense an unmolested outside shot.

We spend time each day training our men to sink the middle to stop the drive, then hurry to cover their individual assignments before the outside shot can be taken. This series of moves is difficult to accomplish, and most players have to be convinced it isn't impossible. The attitude that one can relax after jamming a drive is a farce. Defensive anticipation is a necessity.

Going Behind Screens: The combination of a simple screen and a good jump shooter is really tough to defend. This type of situation forces the defensive man to go over the top of all screens in the scoring area, out to 25 feet. A slide through or going behind the screen in this area will give the good jump shooter all the time and room he needs.

By going "over the top" of the screen, the defensive man forces the offense to drive past the screen. At this point, the team defense has to take over and correct any shift that has occurred. The man covering the screener can pick up the driver and prevent him from going all the way. The other three defensive men sink and pick up the screener if he tries to "roll out to the goal." This is what is meant by helping the helper's man. (See diagram on page 63.)

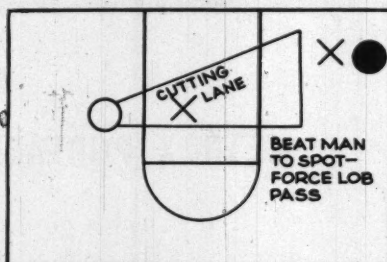
A permanent switch isn't necessary.

The defensive man stops the driver on all screens, then moves back to his own man. The screened man thus has a chance to catch up with his original assignment.

Most plays and patterns employ only two and three men. Seldom does the offense truly have five men occupied. Hence there are always defensive men who can help out on a screen.

Back-court defenses can slide through screens without being hurt. On a tight press, however, the maneuver explained above is more effective. The help or switch on the screen causes the offense to look for the "roll-out man." Since the latter is going away from the ball, the alert defensive man not involved in the screen can steal the pass as he moves toward the ball.

Cutting Lane: The cutting lane is any path into which a man might break for a shot. The best defensive position is between the offensive man and the ball. The defensive man has to beat his opponent to the spot. Filling the cutting lane involves all the defensive men, especially the post man. The latter tries to plug in front or on the ball side of his man.



With more and more big men coming into the pivot position from a high post or wing to receive the ball, it's imperative that the defense sink to the ball and fill the cutting lane before the offense does. By filling the cutting lane, the defense forces the offense to try the over pass (lob). Good team defense will stop this pass and force the offense into errors.

If the defensive man plays behind his opponent, he's asking for trouble, even though he may outsize his opponent. He must at all times try to keep the man from receiving a direct pass. When the defensive pressure is good enough to force the offense to step and meet the ball, shots will be taken far out on the floor.

Man Drove Middle: As implied earlier, we overplay the base-line and try to force the offense toward the middle. This doesn't mean we give it away. The defensive chart records each of these errors. The team defense can stop 5-on-4 sometimes. We want our men to stop all drives if possible.

Under Team Defense on the chart are the following headings:

Sink the Middle: We encourage our men to sink, sag, or jam the middle every time the ball is in or near the lane area. Anytime the ball is behind him, he's supposed to sink. This isn't

(Continued on page 62)

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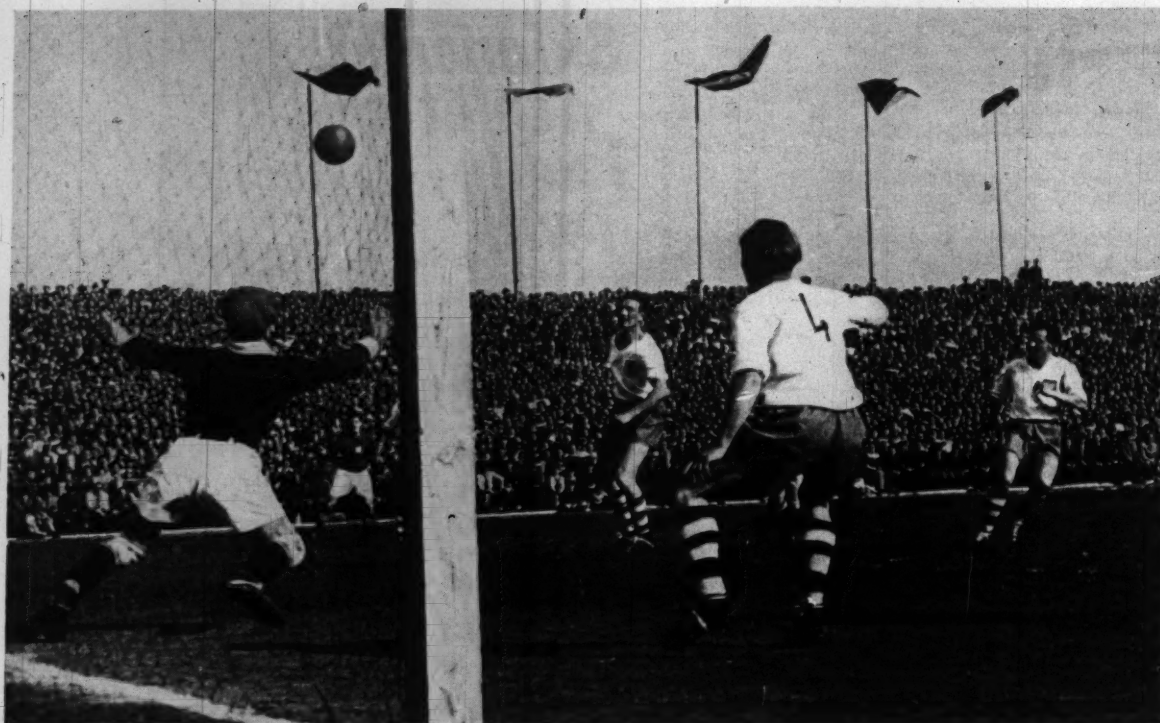
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Training the Goalkeeper

Part II, The Daily Routine

By **DANA H. GETCHELL**
Assistant Coach, Harvard University

GOALKEEPERS, being an integral part of the team both on defense and offense, must be trained with a daily routine designed to develop specific skills. Part 1 (last month) analyzed the basic skills and techniques. This installment will pin-point the characteristics of a good goalkeeper and present a drill sequence which not only will facilitate the development of skills but help the coach assay his material.

Listed below is a series of drills for training goalkeepers. These are designed to habituate the correct moves, open the goalie's eyes to position play, develop confidence, and better integrate him with the team.

1. As most work with goalkeepers must be done on an individual basis, the coach should meet his 'keepers before the squad practice. Players are fresh and ready for work then. Following squad practice, they're tired and light conditions have deteriorated.

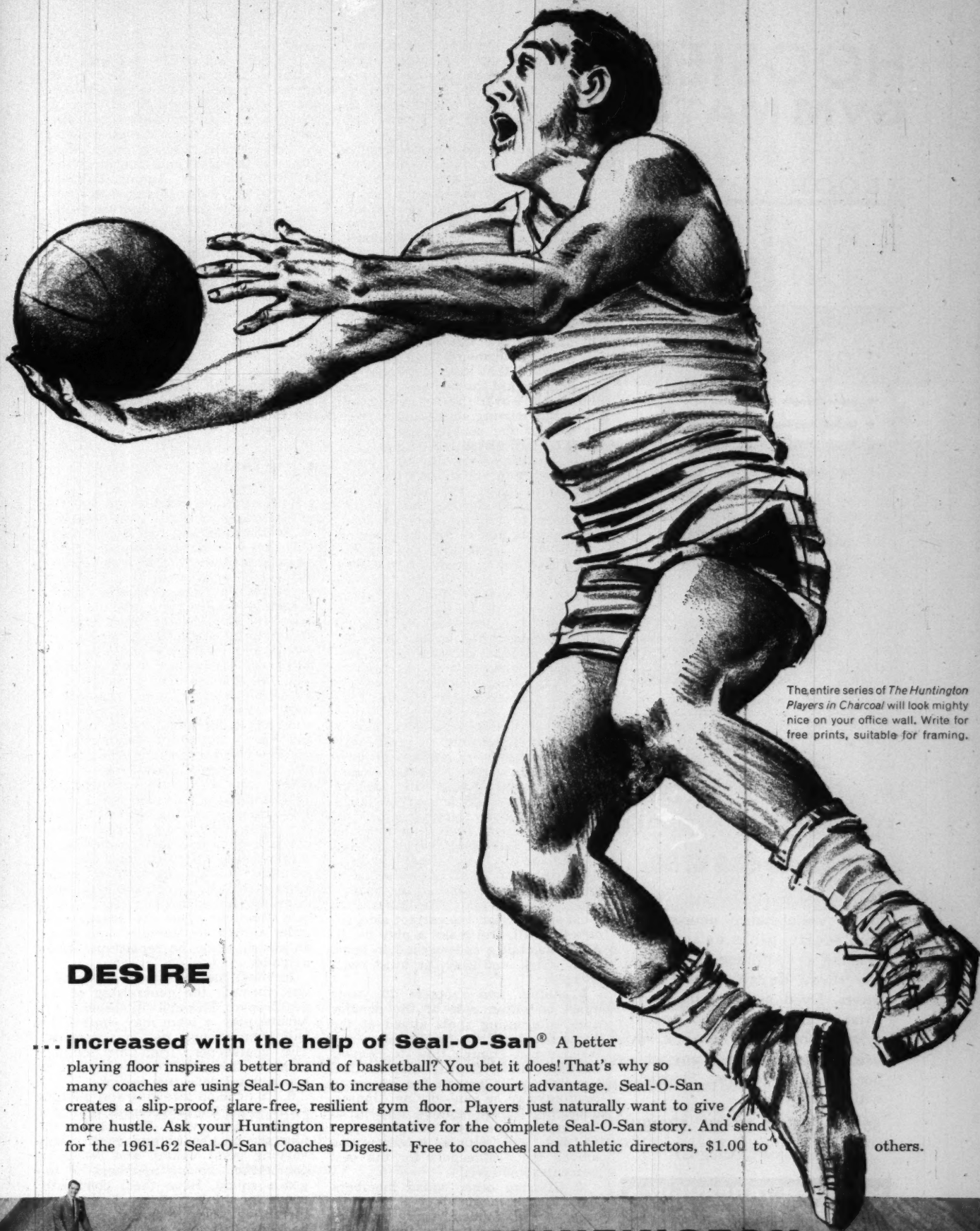
While working with one 'keeper, station the others beside and outside the posts, shagging stray balls and warming up. Before having them go between the posts, make them loosen up with exercises designed to stretch back, neck, arm, hand, and leg muscles. In addition to the usual trunk-twisters, finger-flexors, deep-knee bends alternated with touching toes, presses on the fingertips, and sit-ups, include back-arches, jumping-jacks, and sprints. Also, set up leap-frog and hopping races among the goalkeeping squad to develop jumping and leg spring.

2. When the goalkeeper steps into the net following his warm-up period, the coach should further loosen him up by kicking balls directly at him from 10 yards until he relaxes and gets the feel of the ball. Then, using two balls and standing seven or eight yards in front of the goal mouth, the coach constantly rolls balls at the 'keeper, one after the other, alternating sides, starting slowly and building up speed.

The goalkeeper must move from one side to the other with the proper footwork (see Part 1, "Short move to the right or left"), backing up each save with his body, picking up each ball with his hands, controlling it before accurately rolling it back to the coach, recovering quickly to the middle of his goal, and properly setting himself for the next ball, which should already be on the way by the time the goalkeeper has regained his original position.

The coach "pushes" his 'keepers during this drill, making them quickly become tired and breathless from the cycle of move, down, up, and recover. As this daily drill progresses, the ability to move with correct footwork and quick recovery becomes reflexive. Conditioning results are superb and the movements are similar to those incurred during games.

Balls are rolled with increasing rapidity from greater distances and the breaks between turns in the goal are shortened as physical condition improves. Low balls are eventually placed in the corners, necessitating a dive and a rapid recovery to the mid-



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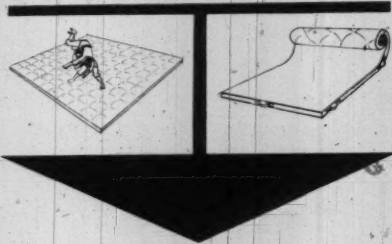
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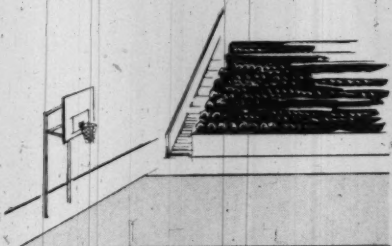
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dle of the goal. On repetition this becomes a routine of dive, save, regain feet, return roll, recover position, and dive for the next one. Occasionally, balls are lobbed up on the crossbar, forcing the 'keeper to stretch and jump.

Constant reminders regarding stance and footwork are fed to the goal-keeper, and he's encouraged to extend himself further. If the coach is careful not to push him too far toward exhaustion between breaks, the goal-keeper will learn to punish himself while he's in goal.

3. Now, move approximately five yards outside the penalty area with four or five balls and work on cutting down the angles; i.e., the amount of goal available to an attacking player. Attempt to draw the 'keeper to the near post by throwing high and low balls toward that side. Alternate by throwing toward the far upper corner, lobbing balls over the 'keeper's head, meanwhile moving your position from one side of the penalty area to the other, throwing from all angles.

The goalkeeper learns how much he can come out to cut down the angle and how much of the near and far corners he can give without permitting balls to fall in over his head. Never permit him to turn his back on a shot while retreating toward the goal. Teach him to mark the goal area so that he can determine his relationship to the goal without having to take his eye off the ball and glance over his shoulder. Require him to shout for every ball as he makes his move. Emphasize positive action following any decision.

Work the 'keeper on high balls while he faces the wind and sun. Use four or five balls to keep him on the move. All balls should be handled as far off the ground as possible. He must learn he has a big reach advantage over attacking forwards. Therefore make him jump and handle balls high in the air, then quickly bring them down to his chest in the safety grip.

4. Next, repeat Drill 2, adding one innovation. Have the 'keeper face the rear of the net, away from the field. Call "right" or "left" as you serve to one of these sides at varying speeds, bounces, and heights. The goalkeeper must spin toward the correct side, locate the ball, and make a play for it. As he has but a split-second to hear, turn, judge, and play, he must react sharply.

5. Station two shooters 20 yards apart on either side of the penalty area, alternating shots aimed at the corners in rapid succession. Allow the 'keeper just enough time to recover between shots. During this routine, use eight balls. Instruct the 'keeper to save anyway he can—diving, tipping, deflecting—but to extend himself to his utmost. Alternate 'keepers every 15 shots and initiate a competition among the goalkeepers for the best percentage of saves.

6. Utilizing other squad members, have them come down on the 'keeper singly or in tandem, carrying in as though they had broken through the defense. The 'keeper must learn to

come out, concentrate on the ball, time the contact of the ball with the dribbler's foot, and make a dive for the ball the moment after the dribbler has pushed it ahead. The dive is a rolling one, with the body across the path of the ball. As he comes up with the ball, he rolls, turning his shoulder into the dribbler and guarding the ball with his body. Against two attackers, the 'keeper attempts to force the dribbler to pass, then dives to intercept before the recipient can gain control of the pass.

7. Next, work on defending against high corner kicks and crosses. Using a half-dozen balls, a winger kicks corners and crosses to several attackers who challenge the 'keeper for the ball. Begin with the 'keeper alone, then add one, then another defensive back. The goalkeeper must learn to make the decision when to come out for the ball, call his backs off, and use his jumping skill and reach to meet the ball before attackers can put a head to it.

A LOW THROW

He then throws quickly and directly to his winger or inside man breaking out of the defensive half of the field. This throw, generally toward the opposite touchline from which the centering kick originated, should be low to prevent a time-consuming, hard-to-handle bounce and should drop over the shoulder of the recipient, eliminating trapping and turning.

8. A most valuable and often ignored skill to be developed is "calling" the defense. The 'keeper, with all action in front of his position, is in the most advantageous spot. He must know the defensive system cold and the strengths and weaknesses of the backs in front of him. Armed with this knowledge and coupled with a strong voice, a sharp eye for the talents of opposing forwards, and a quick determination of the opponents' offensive strategy, the goalkeeper helps increase efficiency among his backs.

First, drill him with one fullback working two attackers; then, as he gains field vision, increase backs and attackers and ultimately set up half-field situations where the 'keeper must order a back to "contain" and delay an attack while he repositions other defenders.

In time, the backs will work as a unit through the generalship of the goalkeeper. Through intelligent defensive play, a team may control the ball even though not in possession. The goalkeeper, from his vantage point, is the player best qualified to mastermind defensive tactics.

9. To develop throwing and punting skills, work the goalkeepers against a backboard everyday. Use chalk to divide the backboard into areas worth varying point values, and set up a competition among members of the goalie squad. Have them constantly strive for the low, direct throw while increasing their distance from the backboard. If they sacrifice accuracy,

(Concluded on page 70)



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HOW many times has your team suffered defeat because of excellent scouting, losing an important jump ball, or just not having a particular weapon in its arsenal? Post-game bull sessions ring with the cliché, "They had too much for us." Chances are, however, that *you*, the coach, didn't have enough for them. By not equipping your boys with enough depth and variation in attack and defense, you didn't prepare them for the changing situations which arise in every game.

When can a squad be considered ready to cope with the multiple problems of modern basketball? This is a highly controversial question, the answer hinging on the coach's personal philosophy and his particular setting.

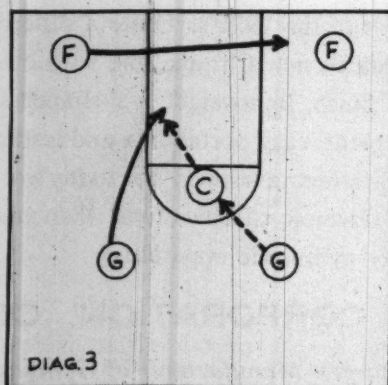
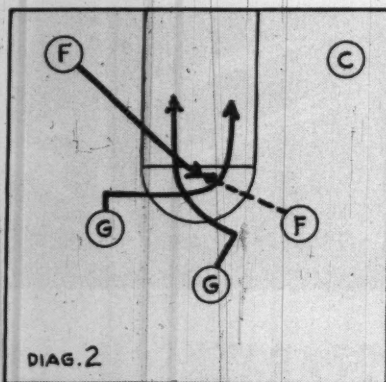
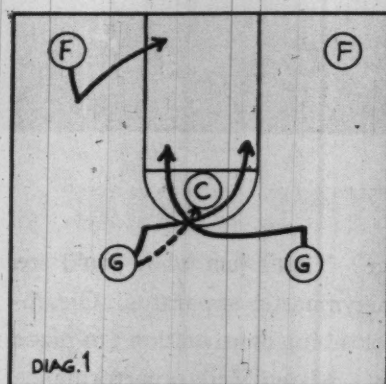
As a rule, however, the following offensive and defensive components comprise the essentials for winning basketball on every level of competition:

Two Man-to-Man Attacks. This may seem like a big order, but it isn't the time-consumer it appears to be. Once your basic attack has been formu-

lated, it's relatively easy to change initial floor position and come up with many of the same moves in your second offense.

For example, the single-post attack (2-1-2) incorporates double cuts off the pivot man, change of directions from the corners, and screens away from the ball. These same moves can be employed in a 3-2 attack, and with a few additional plays, give you a second offense. This is extremely important in tournament play, where you'll be scouted by your next opponent. To come out with what appears to be an entirely new offensive is a surprise which can confuse many a foe.

Diags. 1-2 illustrate the principle of similar offensive movement from different floor positions. The scissors off the high post is executed by the guards in both instances, except that the pass to the post in the 3-2 alignment (**Diag. 2**) is a forward-to-forward affair. Additional moves can be easily incorporated.



Two Zone Attacks. As in man-to-man offense, your team should be equipped with two basic zone attacks. Again a number of moves are akin to both offensives, but floor position is different and there must be some newness to the second attack. It's somewhat easier to learn two entirely new zone patterns than two man-to-man attacks, due to the lesser degree of movement which facilitates learning and retention.

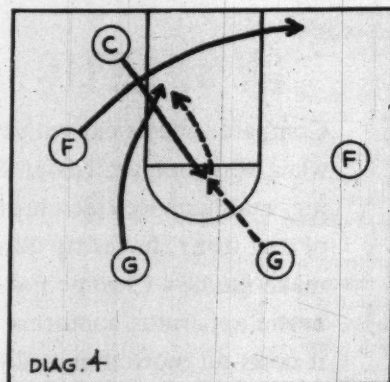
With this in mind, your zone offenses could be more sharply contrasted. Of course, the basic principles of moving the ball, patience, and imbalancing the zone must be understood and mastered.

Diags. 3-4 depict two zone formations—a 2-1-2 attack and a 2-2-1. Both patterns utilize the weak-side guard play as well as the principle of breaking the zone via passes into the foul-line area.

The latter maneuver causes the zone to collapse on the center (or a forward playing the center position), affording the easy pitch-out to either side for the short jump shot. If little defensive pressure is placed around the center on reception of the ball, he simply turns facing the basket and takes the shot. Quite often the weak-side guard is free for the lay-up.

The Fast Break. Your fast break depends, of course, on your personnel. If speed, rebounding, or ball-handling is lacking, your chances for success are limited.

Nevertheless the players should be instructed to look for the break when the opportunity materializes. Every game produces many 2-on-1 and 3-on-2 situations. The advantage is obvious. Don't let your players pass it up. If you have the prerequisites for the break, fully exploit them. Properly developed, the fast break can be a devastating weapon.



By **LOUIS E. LaGRAND**
Assistant Coach, Columbia University

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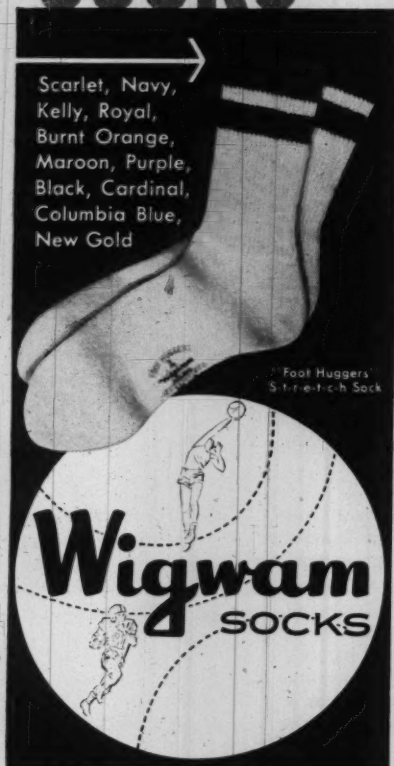
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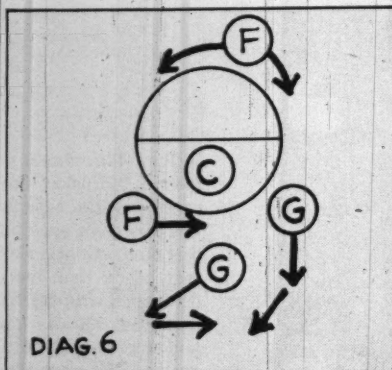
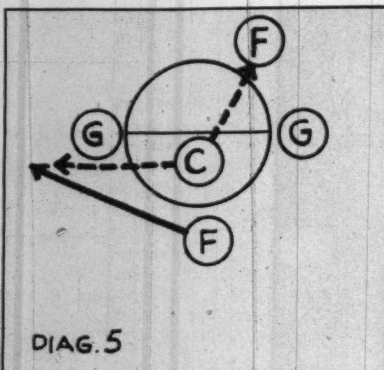
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Special Plays. Under this heading we include jump-ball plays, out-of-bound plays (both under the basket and on the side of the court), and crucial scoring plays. All are important in obtaining possession of the ball and scoring.

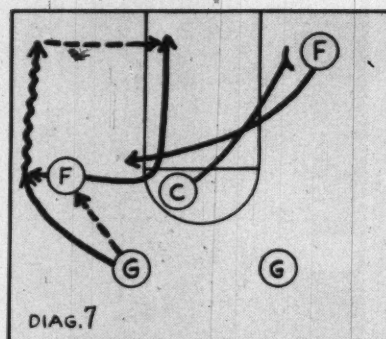
Jump-ball plays, both offensive and defensive, should occupy a good segment of your time in early practice sessions. This is probably one of the most neglected areas in basketball.



Diags. 5-6 illustrate offensive and defensive jump ball plays, respectively. In the former, the center, by prearranged foot or hand signals, can tap to the forward in close or deep to the other forward going to the sideline. In the latter, both guards drop back in tandem defense, while the forwards attempt to steal and the center tries to back-tap.

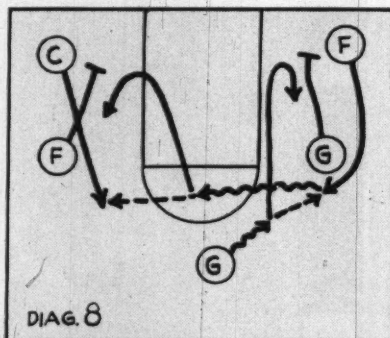
It's also important to equip your team with at least one crucial scoring play. This is a play designed for the most critical point of a game. Its use is dictated by your opponents' defensive adjustments throughout the game, the need for that additional two points before you begin your freeze, or by the time element. This play must include variations.

Diag. 7 shows an effective play which can be executed off all box and clear-cut patterns. The guard throws into the left forward and moves for the return hand-off. Meanwhile the center rolls low to screen for the right forward coming up to the high post. As the guard begins to dribble toward the baseline, the left forward appears to be clearing, but he immediately cuts to the basket, using the right forward as a screen.



The options are to hit the right forward rolling low, allow the guard a one-on-one, or double-cut off the low post after the pass to the right forward.

Freeze Patterns Against Presses. Another grossly neglected area is that of holding or "freezing" the ball. This is especially important when holding the ball for the last shot, or when freezing the ball late in the game to protect a substantial lead. Definite patterns, with emphasis on moving to meet the pass, must be formulated and mastered. These patterns will save many games.



Diag. 8 charts an effective freeze pattern. The middle is always open. The guard begins to dribble right or left, as the other guard or a forward sets a screen for the man nearest the baseline. The pass is made as the teammate comes off the screen. The passer goes down the center, button-hooks, and comes back to be the screener when the ball comes back to his area.

Offense Against Presses. While detailed offensive patterns against pressing defenses are impractical, due to the numerous differences in points of pressure applied by defenders, some basic maneuvers must be considered. Your players must realize the importance of spreading, reducing the dribble, and using short, quick passes when working against zone presses.

Knowing when and when not to screen against the man-to-man press can also be an important factor in success. These rules should be known and understood by each player. A more specific pattern against the press can be designed after studying scouting reports or observing the defending team in action.

(Continued on page 68)

COACHES REPORT: MACGREGOR X10L BASKETBALL

"The most consistently good ball I have ever found. That's why we've selected X10L for all games in U. D. Fieldhouse."—Tom Blackburn, head basketball coach, University of Dayton.

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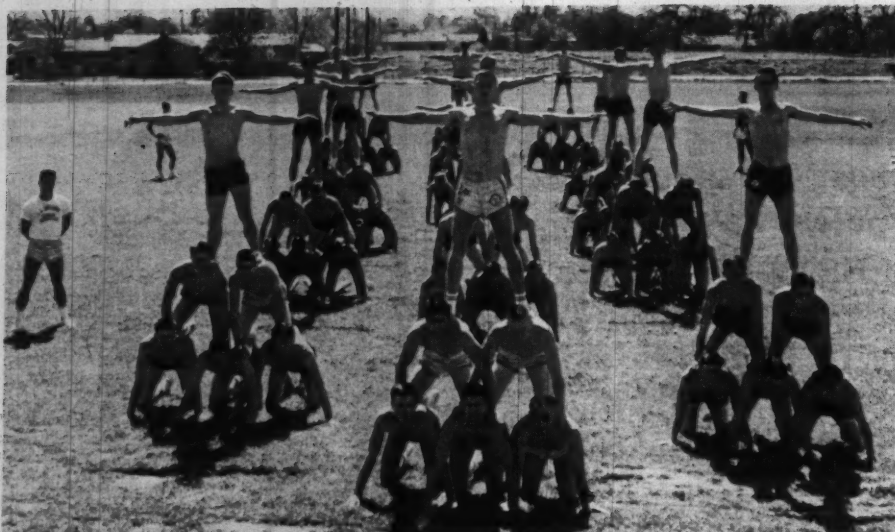


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A class of Blues is shown executing the six-man pyramid, a stunt that takes but a few seconds at the end of the exercise session that precedes the activity of the day.

La Sierra's Fitness Program

PART II

LA SIERRA'S massive physical education program, accepted by many experts as the answer to our youth unfitness problem, represents an all-out effort to assure every student of physical excellence.

It motivates him through a unique color system predicated on individual accomplishment. It instills a deep sense of pride. It provides "status" for the average boy commensurate with that enjoyed by varsity athletes and other student cynosures. And it develops leadership and teaching ability.

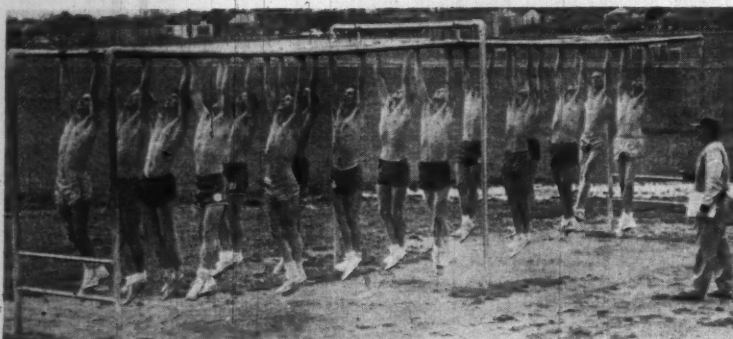
In short, it exemplifies the very best in fitness programs, hence offering a panacea for our youth fitness problems.

Last month's article outlined the objectives of the program, the ability (color) groupings, the testing batteries, and the components of the program. The next logical progression is the exercise routines.

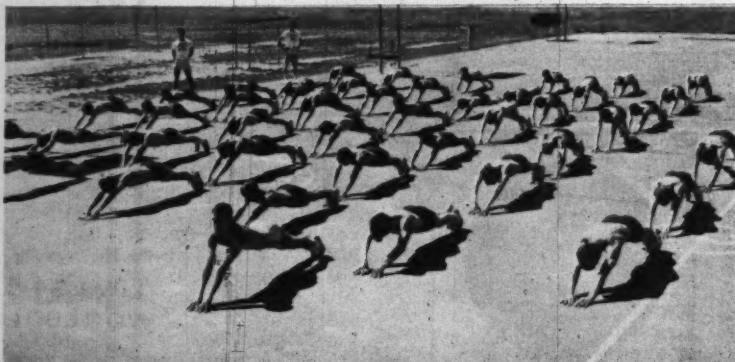
The White and Red groups perform a 12-minute strength-endurance routine at the start of every physical education period. These are mass, precision-type exercises executed at a standard cadence (except for the Endurance Hop routine).

By **STAN LePROTTI**

Physical Ed Director, Football Coach
La Sierra H. S., Carmichael, Calif.



A group of Blues, Purples, and Golds in the experimental two-hand hang test for time. Blues can sustain this position for six minutes.

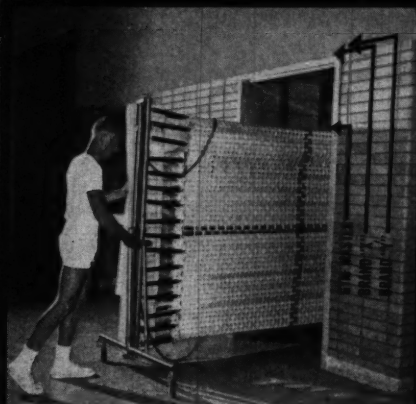


A Class of Blues executing the extension press-up, one of the most difficult exercises in the La Sierra physical fitness program.

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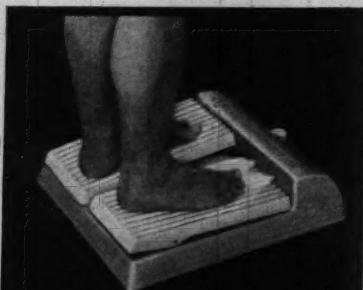
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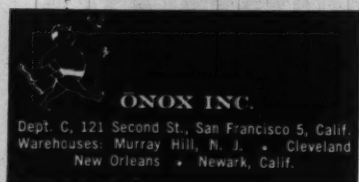
*American Pub. Health Assoc., Oct. 15, 1954

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Exercise sessions aren't utilized merely as a means of "warming up" for a game, but as a method of attaining further physiological development. The ability to sustain through a long series of exercise movements without rest is considered a highly important objective of this phase of the program. Circulatory fitness is another of the objectives, as well as the elevation of pain tolerance and endurance tolerance levels.

For example, the Blue Group is physically capable of executing one hour and 30 minutes of constant exercise without rest. This group executes daily a nine-minute all-out strength endurance routine, followed by T. K. Cureton's Endurance Hop routine, which includes 200 stride hops, 200 straddle hops (hands on hips), 75 hops each toe, 200 toe hops with feet together.

A typical routine for Blues consists of the following exercises in the indicated order: the Jump (side-straddle hop), 10 sets of 8; the Windmill (knees locked), 10 sets of 8; Push-Ups, 5 sets of 8; Full Bend, 10 sets of 8; Push-Ups, 5 sets of 8; Burpee, 10 sets of 8; Push-Ups 5 sets of 8; Sit-Ups, 10 sets of 8; Leg-lifts, 5 sets of 8; Push-Ups 5 sets of 8; Extension Press-Ups (10 daily), 200 Stride Hops, and 200 Straddle Hops. At this point the circulatory system is just beginning to function properly.

Ideally, a satisfactory workout requires a considerable amount of vigorous exercise. Since the physical education period doesn't permit extra time for exercising, we occasionally devote an entire period to sustained exercising and running the cross-country and obstacle courses—with no rest in between. This is what we consider a satisfactory workout.

Peak physical condition and a tolerance for hard work can only be attained through this procedure. Passive type exercise contributes little to the desired physiological objectives. Girls' physical education programs could profit by added emphasis on exercises and activities which promote lower back muscles development and circulatory fitness.

In addition to the daily exercise routines, instructional units, and physical fitness tests, all color groups are required to run through the outdoor apparatus course at the end of the physical education period. This activity requires less than three minutes to complete and serves as further means of developing arm and shoulder strength.

In this obstacle course, each boy is required to execute a certain number of bar-dips and pull-ups as well as hand-walking across parallel bars, the overhead horizontal ladder, the horizontal cable, and the vertical peg board. Daily attention to this unit accounts for much of our boys' superior arm, shoulder, and upper torso development. All outdoor apparatus equipment was designed by the department of physical education.

The La Sierra program demonstrates the ultimate in compatibility

between the athletic and physical education programs, both working hand in hand toward a most worthwhile goal. In three years of varsity competition La Sierra has won nine championships—two in football, three in basketball, three in baseball, and one in track; while our junior varsity teams have won eight championships. All our coaches believe that the physical education program has contributed to our athletic success.

An experience last year convinced us of the correlation between athletics and fitness. After being appointed head coach of the Sacramento County All-Star Football Team, the writer went on to demonstrate the importance of sound conditioning. Though an 18-point underdog, the Sacramento All-Stars downed their Northern California counterparts, 22-0.

Out of scientific curiosity, we administered Fitness Test Battery #3 (Blues)—which appeared on page 64 of last month's issue—to the 25 hand-picked all-stars and discovered that only five would have made Blues in our program!

The boys didn't perform up to anywhere near their potential in the areas of strength, endurance, power, and agility. This isn't meant to derogate either the boys or their coaches. It simply reflects on the caliber of our physical education programs, and why we've gone all-out at La Sierra.

FOOTBALL ROUTINE

Our football players are required to pursue an extensive and vigorous physical development program. The following is a typical football strength-endurance routine which must be executed without rest between events:

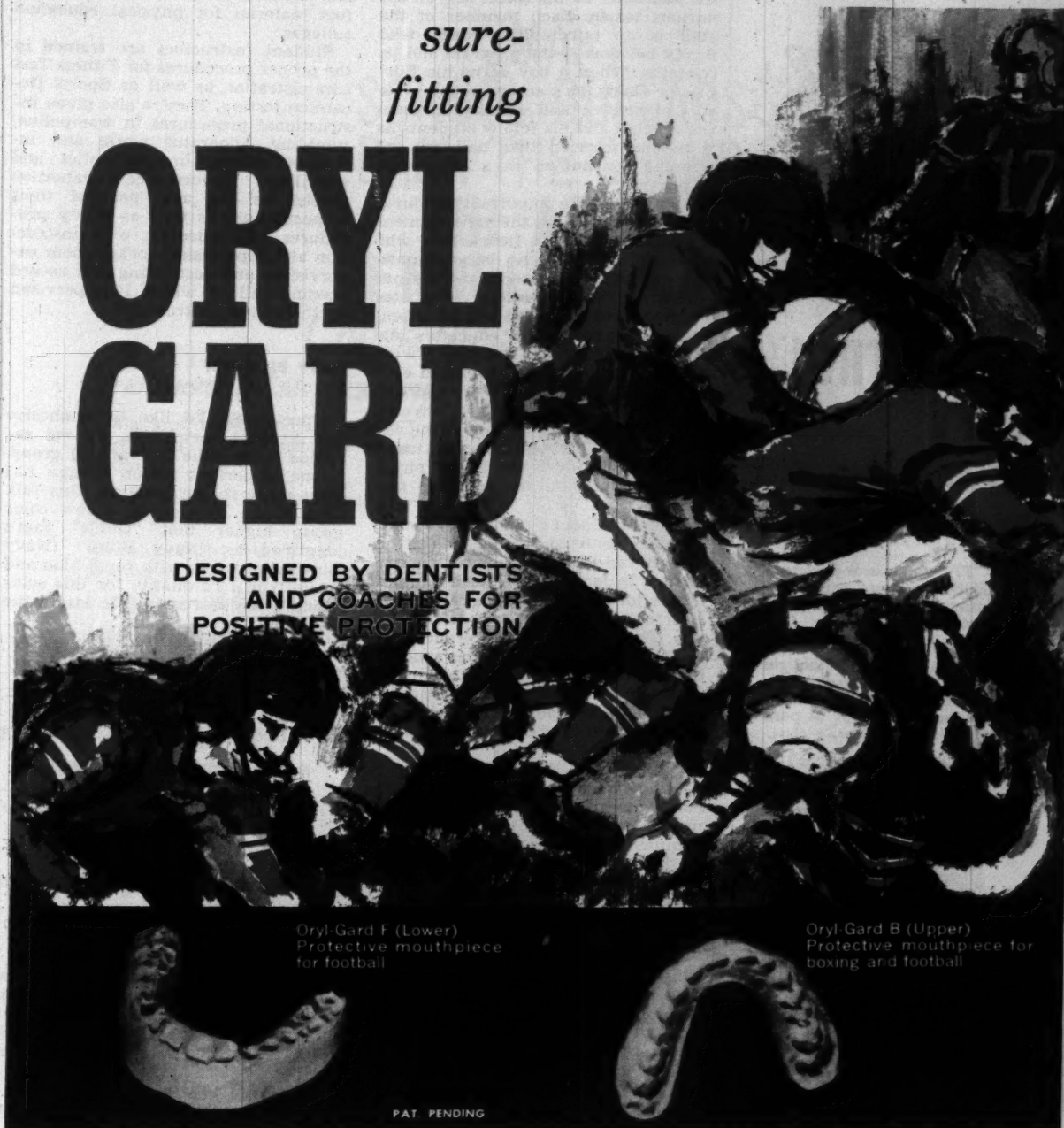
1. 50 Push-Ups
2. 12 Bar-Dips
3. 200 Straddle Hops
4. 10 sets of 8—Windmill—knees locked at all times
5. 40 four-count Burpees
6. 10 Pull-Ups
7. 12 Bar-Dips
8. 200 Stride Hops
9. Run Agility Course full speed twice
10. Hand-walk parallel bars (3 sets) and cross 40' overhead ladder
11. 10 Bar-Dips
12. 10 Pull-Ups
13. 35 Leg-Lifts
14. Run Agility Course full speed twice
15. 40 Push-Ups
16. 12 Bar-Dips
17. 6 Pull-Ups
18. 75 alternating knee-touch hops
19. Run Agility Course full speed twice
20. Run Cross-Country Course half speed
21. Hand-walk parallel bars (3 sets) and cross 40' overhead ladder and across horizontal cable
22. 6 Bar-Dips

The staff effort in this program is the same as on the football field. All students receive the same intense desire, enthusiasm, and attention from

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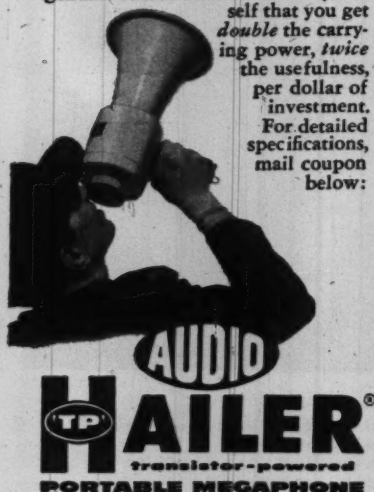


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the instructor as the select few on the various teams. Each member of the staff is an outstanding coach who firmly believes in the program and its concepts. When a boy earns his Purples or Golds, he's accorded the same sort of respect and admiration from the coaches and his fellow students as if he had carried that ball for the winning touchdown in a championship game.

Another of the important produces of this program is the development of Student Assistant Instructors, who serve a vital role in the daily administration and instruction of the various activities. The Student Instructor Program has received major attention and interest from educators and observers throughout the state. Twenty-five instructors are developed each year, and of this number approximately six to nine enter a physical education training program at the college level. This represents a major contribution to both the field of physical education and the teaching profession.

Student coaches have very nearly the same status as the master instructor insofar as the students are concerned. In fact they perform many of the major functions of a regular instructor in the average program situation. These young men are addressed as "Coach" not only by the staff but by the students as well. Students are abundantly aware of this important function, and their acceptance of it represents an outstanding program accomplishment.

Qualification for this program is contingent on three factors. First, the candidate must achieve Purple, Gold, or Silver status. Secondly, he must complete and submit an application to the Department of Physical Education for staff approval. Thirdly, his program must permit the scheduling of a separate period other than his physical education period.

Student instructors are assigned only to the White and Red groups—two instructors per group per period. These young men work under the direct guidance of the master instructor in all phases of the program.

It should be noted that many of these young men aren't necessarily varsity athletes. Neither are all of them upper classmen. Six of the nine freshmen who qualified for Golds at the end of their first year (1959) entered the Student Instructor Program as sophomores the following fall.

It's a wise practice to assign such boys as understudies to the senior Student Instructors in the White Group. We've had one sophomore Student Instructor who was assigned to a Red Group consisting of seniors, juniors, and sophomores. This was an outstanding example of the color system in action.

Students who qualify for this program in their sophomore year can serve as Student Instructors for two years. By the conclusion of their high school career, these young men are highly trained instructors in a wide variety of physical education activities

and methods of administration—perfect material for physical education colleges.

Student Instructors are trained in the proper procedures for Fitness Test administration as well as Sports Decathlon testing. They're also given instructional procedures in trampoline, tumbling, apparatus work, and intensive courses in gymnastics and wrestling. Performance evaluation procedures are also part of their responsibility, as well as safety procedures in connection with instruction and supervision, locker room supervision, and accounting and record keeping—all of which is supervised by the master instructor.

NAVY BLUE TEST

Once again, I'd like to emphasize that Student Instructors are not assigned to the Blue (Advanced) group.

One important major change has been made in our program this fall. This is the creation of a new color group higher than "Golds" that's identified as "Navy Blues" (Navy Blue satin trunks with royal blue and white trim). To qualify for this color group a boy is required to attain the following:

1. Bar-Dips—38
2. Pull-Ups—28
3. Push-Ups—91
4. Alt. One-Arm Burpees 30 sec.—28
5. Dodge-Run, 120-yd. course—24 sec.
6. 300-yd. Shuttle Run—47 sec.
7. 30' Rope Climb—sitting start—up twice without touching floor on second leg of climb.
8. Agility Run—16.5
9. Mile Run—5 min. 30 sec.
10. Extension Press-Up, clear floor 8"—50
11. Vertical Peg Board, 20' high—5 trips
12. Hand Stand—30 sec.
13. Man Lift and Carry—1½ miles, 10 lbs. over own weight, no rest.
14. Obstacle Course—complete as specified in department manual.
15. Swim 660 yds.—any stroke front prone position.
16. Swim 40 yds. underwater.
17. Swim 1 mile—any combination of strokes.
18. Execute front-hanging float with arms and ankles tied—maintain emotional stability and float for 6 minutes (executed with safety belt).
19. Stay afloat in deep water for 60 minutes in vertical or front-prone position—use of arms and legs permitted within an 8' circle.

In addition to the honorary colors, the Blue Group program offers a Sports Decathlon in which the top five boys in each color group become Silvers. These boys represent the sports-skill champions and wear silver satin trunks. Silvers have the same honorary status in the program as Golds and are afforded the same degree of privilege.

(Continued on page 75)

SMART SCHOOL DOLLARS BACK THE CHAMP: THE ATLAS ENSOLITE MAT

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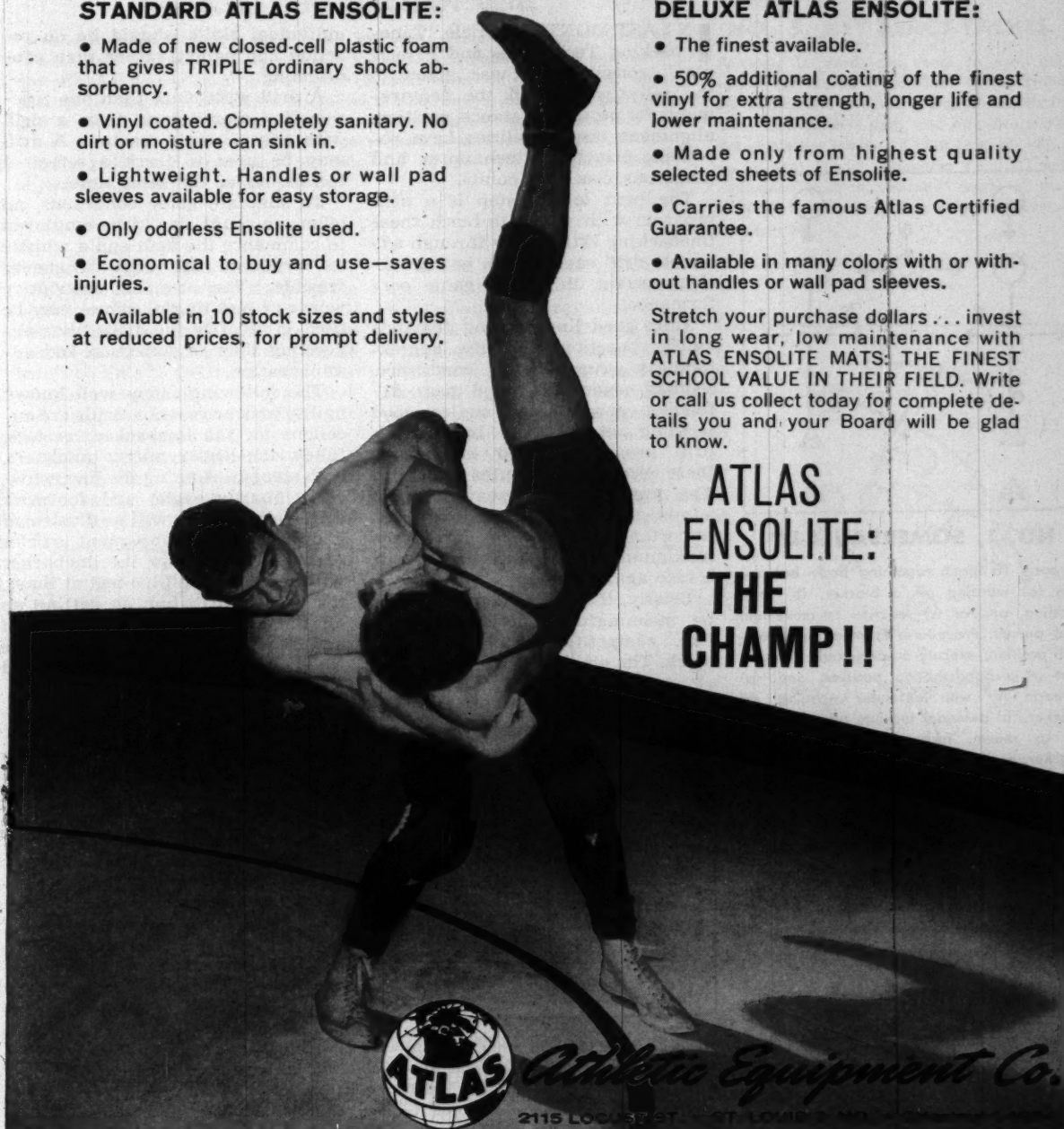
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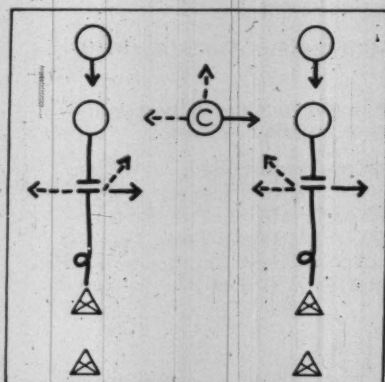


Athletic Equipment Co.

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20 DRILLS FOR LINEBACKERS

By **DON FUOSS**, Assistant Coach, Purdue University



NO. 1, SOMERSAULT-UP

Purpose: To teach regaining body balance and (a) warding off a blocker, (b) form tackling, and/or (c) reaction to movement and pursuit. **Procedure:** From a good football position, execute a somersault, come to feet in a good hitting position, and: (a) forearm lift with defender warding off blocker, (b) defender tackling offensive man, (c) as shown, forearm lift, warding off blocker, and reacting to coach's hand signal indicating direction of pursuit. **Coaching Points:** Defensive men maintain low center of gravity when somersaulting. Offensive man permits LB to regain his feet before timing shoulder lift or block. Hand signal in c, as shown, quickly forces LB to watch coach even though warding off blocker. Alternate shoulders (and direction) in a, b, and c.

IN LAST MONTH'S article, "Linebacking Techniques and Principles," consideration was given to the selection of and the requirements for personnel, stance, position, alignment, responsibilities, keys, reactions, principles, techniques, and numerous coaching points.

The next logical step is a drill program with which to teach these linebacking skills. Only through adequate drill can a coach be reasonably certain of a good game performance.

Since good line backing demands agility, reaction, mobility, aggressiveness, ruggedness, confidence, football smartness, good pass defending, good pursuit angles, good tackling, et. al., the linebacker's drill program should incorporate these necessary attributes and skills. The organization, presentation, and administration of the drills are also important in order to derive the maximum results, since coaching is a race against time.

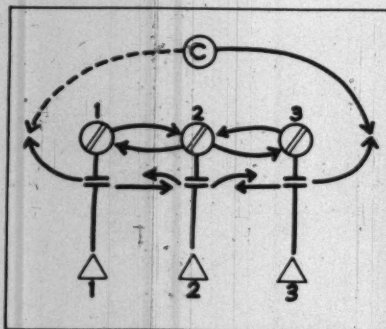
Briefly, the drills selected should be meaningful, functional, game-like, competitive, and simple to teach. The emphasis, when teaching

individual skills, should be on reaction and agility rather than conditioning.

A drill with more than one reaction has more merit than a drill with only a single reaction. A drill may be used to teach a series of techniques at the same time.

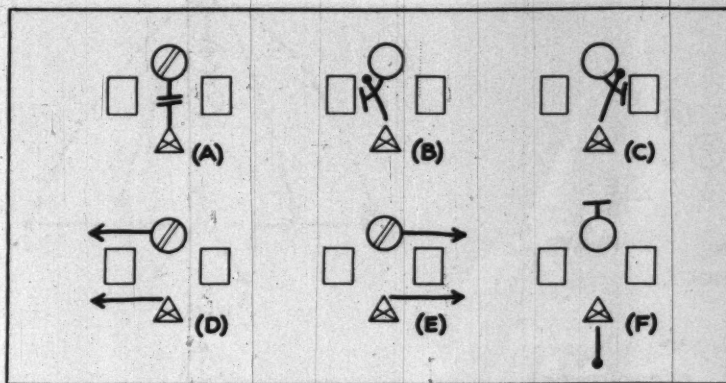
To simulate game conditions, an offensive count should be employed to commence the drill and a whistle to terminate the drill, whenever feasible. The use of descriptive words or meaningful names may be used to identify the drills, thus expediting their organization and administration.

The following fairly well-known agility and/or reaction drills are excellent for the linebacker: carioca, follow-the-leader, mirror quickness, high stepper, running the line, wave, crab, quarter-eagle, and footwork drill—all of which will be illustrated and discussed in subsequent articles (next spring). Since the linebacker will be knocked off his feet at times, it's wise to drill him on getting up off the ground for a second effort and reaction. Two such drills are No. 1, "Somersault Up Drills," and



NO. 2, MONKEY ROLL

Purpose: To develop quickness, regaining balance, and being in a good position to attack a blocker, pursue and/or tackle (tag). **Procedure:** LB's on all fours, 5 yds. from blockers. On command #1 goes over #2 and latter rolls to outside. #3 then goes over #1. Drill is continuous until coach blows whistle. Each LB does a shoulder roll, then continues as in #1. In drill shown, both lines monkey-roll at same time, then respond to whistle, with O's trying to block LB's and latter trying to ward off, pursue, and tag coach. (Exclude somersault after monkey-roll drill when both lines are operating at same time.) **Coaching Points:** Same as #1, stressing quickness. Since several reactions are involved, don't continue monkey-roll too long, or somersault, warding off, pursuit, and tag won't be done effectively.



NO. 3, KEYING-REACTION DRILL

Purpose: To teach LB how to react to his key under game conditions. **Procedure:** Coach stands behind LB, facing offensive lineman, and flashes desired movement and offensive starting count to him. When blocker moves (on command), LB must read his key and react as follows: (a) Deliver a blow, destroy block, fight pressure. (b-c) Move forward on angle to side of block. (d-e) Go with key on own side of line of scrimmage. (f) Shout "Pass!" and go to hook area. **Coaching Points:** Check stance, position, and alignment. Don't permit LB to false-step, and check angle of pursuit (explained last month).

No. 2, "Monkey Roll Drills."

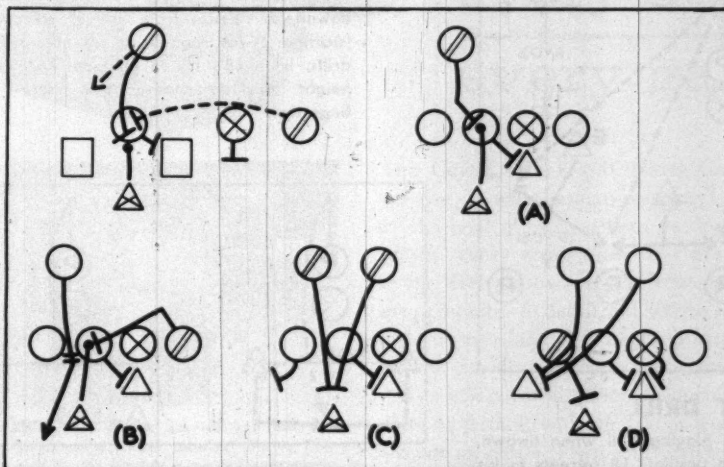
It's not unusual when training the linebacker that he'll be able to tell you whom he keys and how he *should* react to his key, but that he won't be able to react properly. The complete coordination of eye, mind, and body can be accomplished only through repetitious drill.

No. 3, "Keying-Reaction Drill," illustrates the Oklahoma 5-4 linebacker or the Wide Tackle 6-2 linebacker keying the offensive guard

or tackle, respectively. His reactions are illustrated, and his techniques were discussed previously.

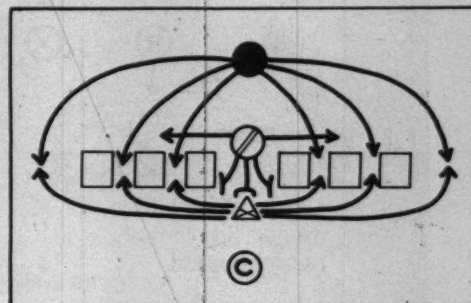
No. 4, "Wham or Divide Drill," is a progressive follow-up of Drill 3b-c, with 4a-d illustrating the situations confronting the linebacker. His techniques and the coaching points versus the divide block were discussed in greater detail last month.

No. 5, "Key-React-Tackle Drill," is similar to No. 3 only a ball-carrier has been added. Dummies are spread



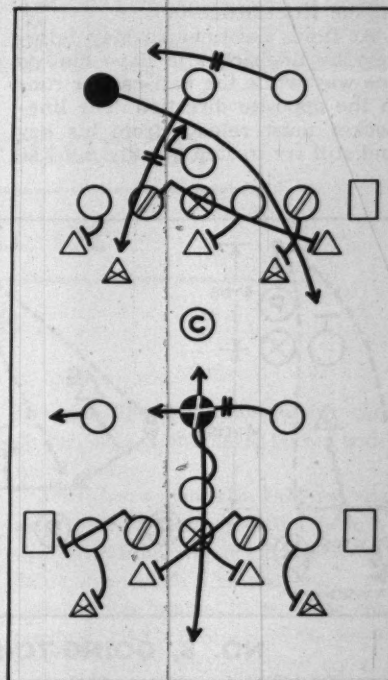
NO. 4, WHAM or DIVIDE DRILL

Purpose: To teach LB to play divide or wham block under game conditions. **Procedure:** This drill is actually a follow-up of No. 3b-c with HB and off guard added. Center and QB may also be added so that LB not only must read his key but tackle ball-carrier if he receives hand-off (No. 3a). **Situations:** (a) HB blocking LB, (b) HB setting up block and off-guard trapping out, (c) HB and FB power-blocking LB, (d) angle block from tackle (or end). **Coaching Points:** Explained last month.



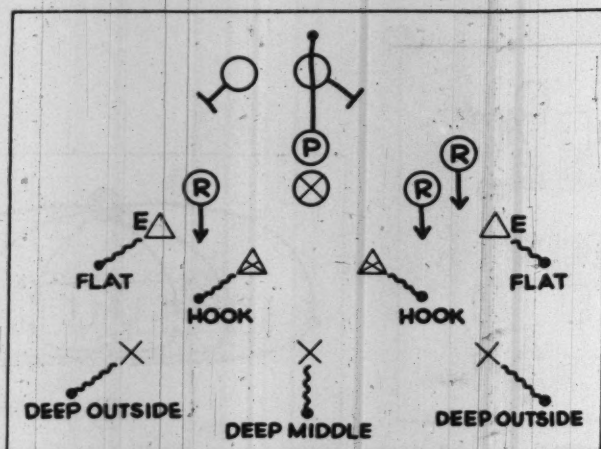
NO. 5, KEY-REACT-TACKLE DRILL

Purpose: To read and react to key, pursue, and tackle ball-carrier. **Procedure:** Coach stands behind LB, facing offensive men, and flashes desired movement, ball-carrier's path, and offensive starting count. When blocker moves, LB must read his key and react as in Drill No. 3. **Coaching Points:** Check stance, alignment, position, reaction, angle of pursuit, and tackling. Don't permit LB to false-step. Every so often, false-key LB.



NO. 6, INSIDE DRILL

Purpose: To recognize opponents' inside running and passing attack, and stop it. **Procedure:** Same as #5 (or huddle and run plays off cards). **Coaching Points:** Same as #5. Also check off-side LB's angle of pursuit. Set up and work from all game defenses. Practice individual and coordinated stunts.



NO. 7, OUTSIDE DRILL

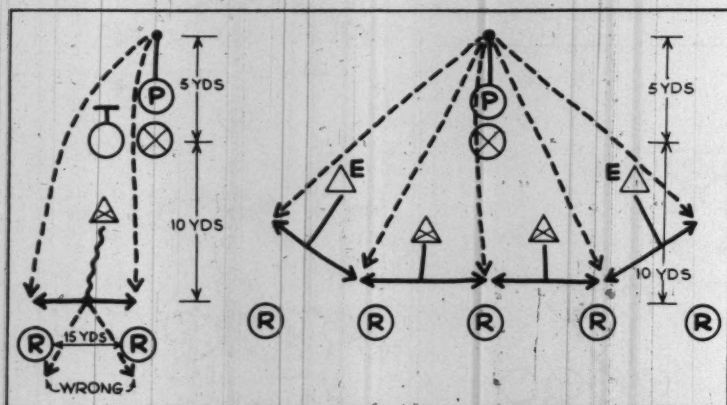
Purpose: To recognize opponents' outside running and passing attack, and stop it. **Procedure:** Same as Nos. 5-6. **Coaching Points:** Same as Nos. 5-6. Move ball from hash mark to hash mark and to various spots on field, since ends and secondary are used. In addition to proper pursuit angles, check pass coverage.

out along the line of scrimmage in positions corresponding to those taken by defensive linemen. Defensive ends and halfbacks may be added to give outside containment, supporting the linebacker, so he can pursue from inside-out.

At times the lineman may false-key the linebacker to have him go one way while the ball-carrier runs in the opposite direction. The linebacker must release from his key and still try to step quickly into the

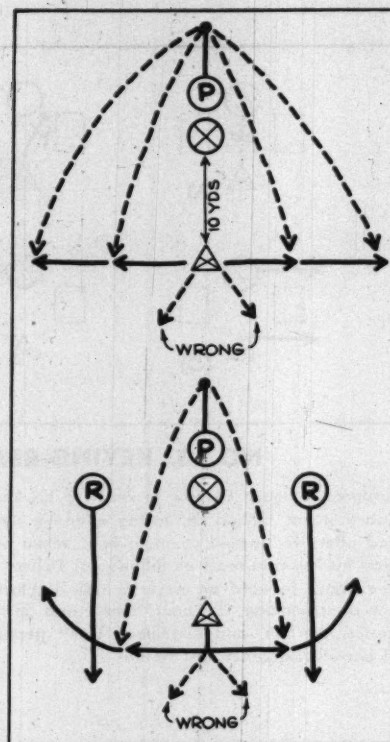
hole to make the tackle if possible. Methods of combatting the false key were discussed and illustrated previously.

Nos. 6-7, "Inside Drill" and "Outside Drill," respectively, merely simulate game conditions, working specifically with those players charged with the responsibility of stopping the opposition's inside and/or outside running and passing game. If individual and team stunts are used, they may be employed in these drills.



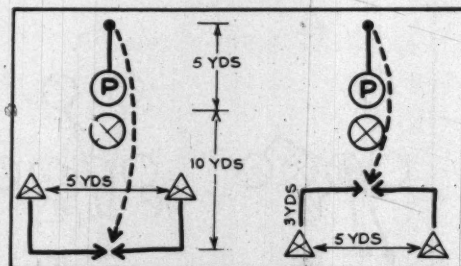
NO. 8, GOING-TO-SPOT DRILL

Purpose: To drill LB in getting to his hook spot and playing ball when thrown. **Procedure:** Passer starts drill by raising ball to passing position. LB retreats to his hook spot. As soon as LB's feet hit spot 10 yds. in depth, passer turns and throws to one of stationary receivers (who are 5 yds. apart 11 yds. deep). LB should break at 90° angle for ball, or he won't make it to interception point—most important part of drill. In drill at right, five receivers are stationed 11 yds. from line, 5-10 yds. apart, and can move only 2-3 steps in any direction after ball is centered. **Coaching Points:** Check defender's position every time to see if he went beyond 10 yds. and if he's running in an arc instead of at a 90° angle for ball when it's released. Use stopwatch on defenders to see if they're improving.



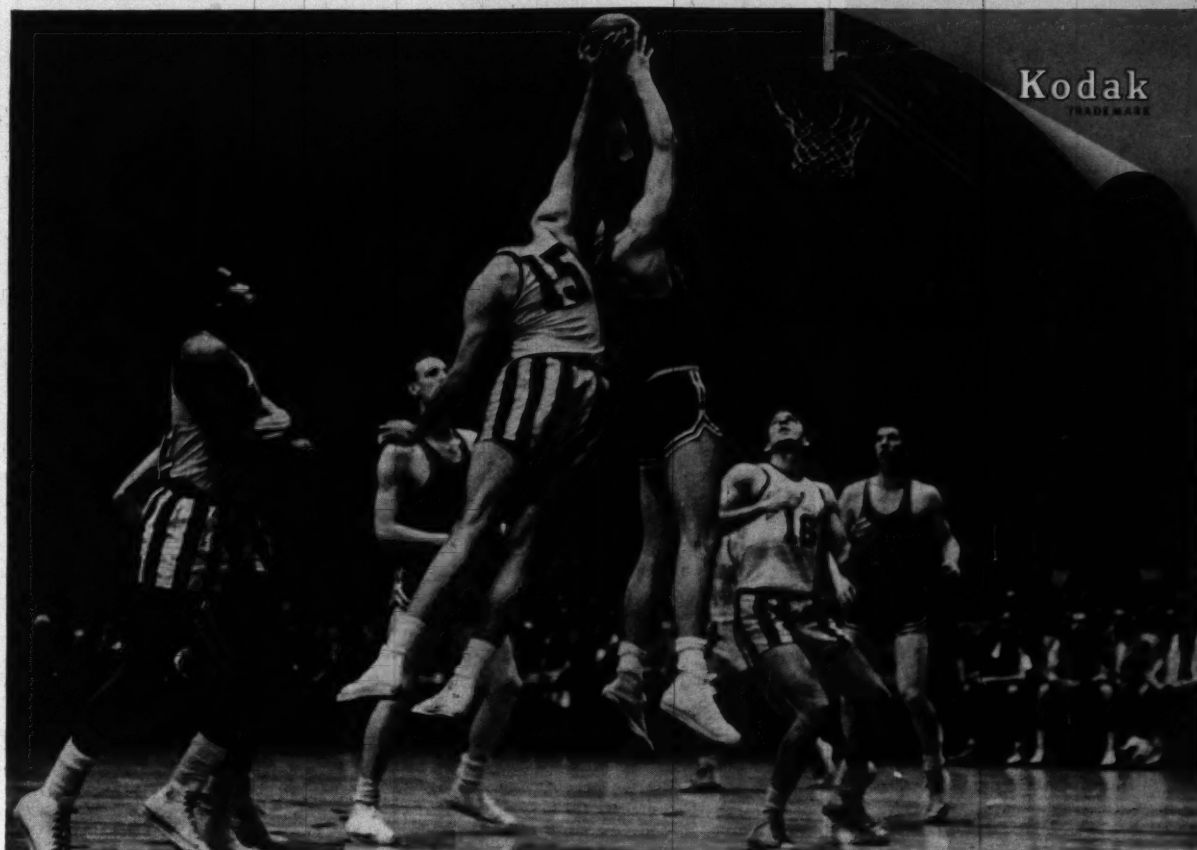
NO. 9, GOING-FOR-BALL

Purpose: To drill LB in playing ball when it's in air. **Procedure:** LB is 10 yds. off line and 15 yds. from passer in good defensive position. Passer throws to right and left of LB, who goes on straight line to intercept. Distance is then increased, which, in turn, increases distance LB can travel to intercept pass. **Coaching Points:** Drill should precede #8 in order to first build up LB's confidence. Same coaching points as #8, except that ends, instead of being stationary receivers downfield, release from line of scrimmage (starting 5 yds. apart). In all pass-defense drills, have LB's try to intercept ball at its height (not descending) and catch with fingertips.

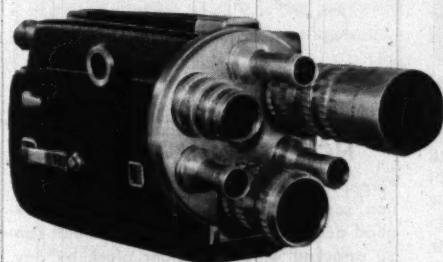


NO. 10, FIGHT BACK or UP DRILL

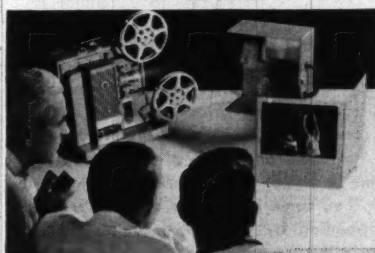
Purpose: To drill LB's to retreat (or advance) for ball in air, and teach body position, quickness, and timing in intercepting ball. **Procedure:** Same as #8 (LB's are only 5 yds. apart in initial stance and position, but work up to 15 yds.) In drill at right, LB's move forward slowly, then break sharply for ball when thrown. **Coaching Points:** Same as Nos. 8-9.



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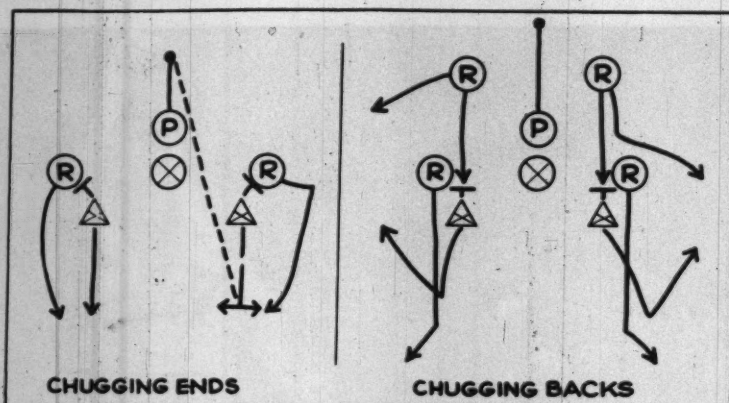
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NO. 11, CHUGGING RECEIVERS DRILL

Purpose: To chug receivers and still cover area of responsibility. **Procedure:** LB's set up in front of ends and try to hold them up as they release, or force them to release outside. LB's must still cover their hook zones at 10 yds. deep. Passer must throw ball before receiver gets 10 yds. deep. Since LB must cover a back, include passes to halfbacks coming out of backfield (shown at right). If hook area is void and HB slides to flat, LB overs him. If HB tries to come through line in order to get downfield, LB knocks him off, i.e., chugs him, and still drops to hook zone vs. pocket pass. **Coaching Points:** Same as Nos. 8-9.

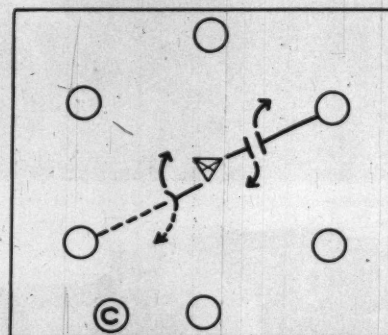
A logical follow-up is the "Half-Line Drill," which is self-explanatory and thus not illustrated. In No. 7, since the secondary is being used, field position, down, and distance are significant factors. Therefore the ball should be moved from hash mark to hash mark and to various parts of the field (or simulated), in order to check pursuit angles and coverage.

Since the linebacker is an integral part of pass defense, he must be drilled to react quickly with good mobility. The techniques of covering the hook zone versus the pocket pass, and his reactions versus the action pass were discussed and illustrated previously. Nos. 8, 8a, 9, 9a, 10, 10a are a series of pass reaction drills for training the linebacker. No. 11, "Chugging Receivers Drill," is just what the name implies.

In addition, most of the individual and team pass defense drills used by the secondary are applicable to the linebackers, including the interception, tip, combat, dog fight, basketball drill, and others—all of which will be illustrated and discussed in subsequent articles.

Since an offensive player is assigned to block the linebacker on almost every play, the latter should be drilled in warding off men with his shoulders, forearms, and hands, and fight through the blocker to tackle the ball-carrier. No. 12, "Bull-in-the-Ring," and No. 13, "Clobber the Linebacker," are good ward-off drills.

(Continued on page 44)



NO. 12, BULL-IN-RING

Purpose: To develop arm and leg coordination, rapid footwork and body balance from good defensive position. **Procedure:** Bull can be attacked with a shoulder block by any one on rim of circle. He meets blocker with forearm lift, using opposite hand to ward him off, then sheds him. Defender continues to move in circular manner, pumping legs, ready to repulse any blocker coming from his front or side. Various ways can be used to conduct drill, such as assigning numbers to rim men and having coach call their name or number; or rim men can play it by ear, i.e., come in on their own. If technique of pointing by defender is employed, you can, to assure better reaction, have the man to right or left of the man pointed at, come at the bull. **Coaching Points:** Stress motion and body coordination, i.e., same foot and arm coordinated. Alternate forearm shoulder lifts so defender cannot favor strong side. Stress quickness, but don't permit rim men to block defender from rear. Four or five reactions will be sufficient.

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How Cold Works in the Treatment of Injuries:

Cold is medically recognized for its value in the treatment of various injuries. In *minor bleeding*, cold has an astringent action on tissues and constricts capillaries, thus acts to reduce blood flow at the site of the wound. By reducing effusion of blood to wound, cold helps reduce *swelling, inflammation, and discoloration* in bruises and sprains. The local anesthetic effect of cold helps *relieve pain*. And because it restricts blood flow to and from the wound, cold slows spread of venom in treating *insect and snake bites*.

How To Use Cold in Emergency First Aid:

Sprains. Elevate injured part to a comfortable position. *Apply cold packs* to sprain to ease swelling and relieve pain.

Bruises, Black Eyes. Apply cold pack promptly to bruise for 20 to 25 minutes. Cold inhibits flow of blood to wound, helps limit discoloration, reduce swelling and pain.

Bleeding. In bleeding from the nose, the head should be kept erect, as lowering the head tends to encourage continued flow of blood. *Apply cold* to the nose, and if the bleeding is from near the tip of nose, pinch the nostrils together for a few minutes. In bleeding from cuts and abrasions, keep the area raised and *apply cold* in conjunction with other prescribed treatment.

Insect & Snake Bite: For bee, wasp and hornet stings, remove stinger with sterilized needle or knife point. *Apply cold* to sting to relieve pain and slow absorption of venom. Apply calamine lotion to relieve itching. For ant, chigger and mosquito bites, wash affected parts with soap and water, then apply paste of baking soda. *Apply cold* to reduce swelling. For snake bite, follow prescribed first aid procedure, using cold application on wound to relieve pain and help limit spread of venom.

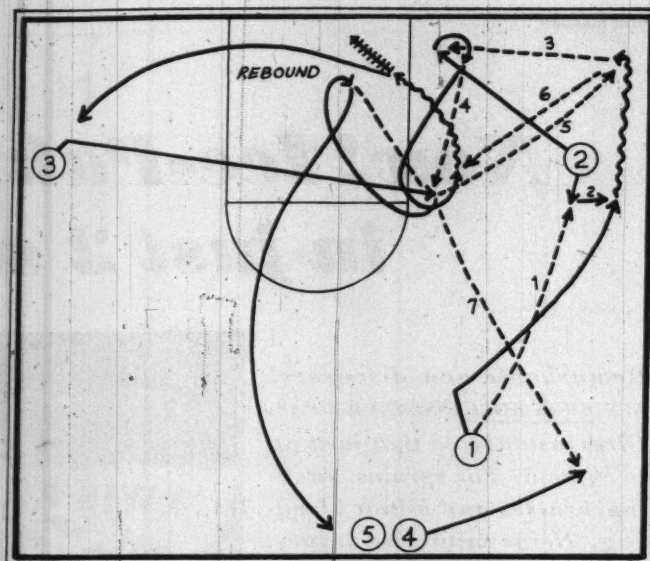
Sunstroke. For mild sunstroke (marked by headache, fatigue, dizziness and, perhaps, fainting), cool patient off quickly. *Apply cold packs* to head to help lower body temperature.

Minor Burns. Follow recommended first aid procedures to exclude air from burned area and prevent contamination. *Apply cold packs* to relieve pain.

Other Uses. Cold packs may be considered for use in conjunction with other appropriate first aid measures in treating minor head injuries, suspected appendicitis, headache and fever, toothache, and fainting.

By **ED EDMONDS**
Coach, Senath (Mo.) Senior H. S.

A SEVEN-PASS DRILL



EVERY new basketball season necessitates the teaching and perfecting of passing. To help make our practices both fruitful and enjoyable, we've devised a seven-pass drill that perfects over 25 major offensive maneuvers quickly, efficiently, and funnily.

We begin our early-season practice with the seven major passes we'll use throughout the year. At first we use individual drills for each pass. Once we're satisfied that every boy thoroughly comprehends the execution of each, we combine all seven passes into one drill under simulated game conditions.

We classify the passers according to ability, never allowing a tyro to participate with an experienced group. Maximum stress is placed on accuracy—we never fail to stop the drill for an immediate correction of a mistake—until we're convinced that everyone has reached his immediate plateau. Then we speed up the drill by stopwatch-timing each combination. The fastest combo with NO mistakes is rewarded daily.

We're always surprised to discover that some of our advanced passers don't work well together. So, to assure smoothness and harmony, we never work the same combination together day after day.

We've found that this sort of competition takes the routine out of drilling. Several times we've worked on this drill for over 20 minutes without any sign of boredom.

Last year, at the request of the boys, we employed this drill as a pre-game warm-up, and it worked wonderfully.

We set up the drill by placing our No. 1 man in a normal guard posi-

tion, approximately two steps to the right of the free-throw line.

No. 2 position is exactly two large strides, depending on the individual, below the free-throw line extended. Both of No. 2's feet must be pointed directly at the passer. The boy assumes a crouched position, with the legs comfortably spread, feet parallel, and knees slightly bent. The hands are carried in front of the knees, and the body leaned forward with the weight on the balls of the feet.

No. 3 man takes up a position opposite No. 2.

No. 1 opens the drill with a two-hand chest pass (1st pass) to No. 2 at a point near his outside hip. We want him to precede this first pass with a dribble or one step in the direction of the receiver. We alternate these two movements to safeguard against domination of one over the other.

No. 2 takes two large steps toward the ball, the first being with the outside foot. His second step takes him to a position about on line with the foul line.

We prefer taking two steps, rather than one, when meeting a pass. We believe the boys become more conscious of meeting the pass when they take two steps. No. 2 may be assured of the proper footwork by saying "Outside-Inside" as he strides forward.

Upon gaining possession of the ball, No. 2's first move is to get his body under control. It's surprising how many boys want to back up to accomplish this. Bringing the trail foot forward to a position on line with the other foot is the correct move.

No. 2's next move is a quarter pivot toward the sideline (left) on the toe of the inside foot (right) and the heel of the outside foot, preparatory to handing off (2nd pass) to No. 1.

At this juncture, No. 2 is in a low crouch, with the knees and waist bent, and the ball held away from the body at about chest-level, with the forearms parallel to the floor. It's often necessary to exaggerate No. 2's crouch to a half-squat to impress the necessity of remaining low.

Enough emphasis cannot be placed upon the second pass. Too many coaches and athletes regard the hand-off as a simple maneuver. In reality it's one of the most difficult passes to execute properly.

We want No. 2 to place his hands on the sides of the ball prior to passing. This eliminates the chance of the ball being hooked out of his hands by the defensive man.

When No. 1 reaches a position directly in front of No. 2, the ball is pushed deliberately into his hands at about his belt. This enables him to convert his drive into a dribble much quicker than if he had received the ball above his belt. No. 1 then continues toward the corner at top speed, though we sometimes vary this with a change-of-pace.

After handing off, No. 2 starts a roll-out and cut to the middle by stepping back with the foot nearer the dribbler (left). This is important, since it enables No. 2 never to lose sight of the dribbler.

No. 1 must now hook-pass (3rd pass) to 2, timing it so that No. 2 receives the ball about two steps from the baseline. We tell No. 1 to

(Continued on page 58)

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A General Progressive Weight-Training Course for All Athletes

SINCE this article is pegged squarely at coaches interested in a good general progressive weight-training course, I won't waste time repeating what has already been covered amply in all the books and magazines, but will get right down to essential facts.*

This is a course for the athlete who needs speed, strength, and endurance, with special emphasis on the legs. In other words, it's a good course for track, football, basketball, baseball, tennis, soccer, diving, and any other activity that places a similar demand upon the body.

I'll first explain how to work out, then present a complete description of each exercise, with a special abbreviated warm-up course at the end.

First, never work out two days in a row. Lifting weights requires more energy than you think, though it doesn't become evident until, roughly, 24 to 36 hours later. For that reason, lifting weights should never be performed prior to the regular workouts for your particular sport. Otherwise, you'll incur a loss of coordination and extreme fatigue.

It's advisable to train for your sport first, rest at least 30 minutes, then do your weight-training workout. The next day should be a day of rest. Light workouts or skill practice for your particular sport is advisable. This will enable you to take a good workout with a sufficient number of hours of rest in which to recuperate. The most popular workout days are Monday, Wednesday, and Friday, with Tuesday and Thursday being complete rest days.

*For an excellent treatise on the benefits of weight training, see the author's article, "Should Athletes Work with Weights?" in the January 1961 issue.

Now for the proper method of working out. First we must explain what's meant by *repetitions* and *sets* for the true beginner.

A repetition is a complete cycle of the exercise, from the starting position through the range of motion and return to the starting position. Ten repetitions consist of repeating this complete cycle 10 times without a stop.

A set consists of one group of repetitions.

When an exercise is referred to as 3 sets of 10 reps, it means that the exercise is performed 10 times, followed by a rest of 2-3 minutes, another 10 repetitions, then a second rest period, and finally the third group of 10 repetitions.

Note that a short rest period is taken between sets. This is very important if the proper benefits from the exercises are to be expected.

You should start each exercise with 10 repetitions and then add 1 repetition every workout day. When you reach 15, add 5 lbs. to the barbell and reduce your repetitions to 10. Work this new weight up to 15 repetitions, then repeat the previous procedure.

Every exercise should consist of 3 sets of 10 to 15 reps. Since no weight is employed in performing certain exercises, a different approach is necessary.

In sit-ups, leg raises, and toe raises, no weight is necessary for some time; so the number of repetitions remain the same for every workout. Start with the usual 10 reps and increase to 15, then stay with 3 sets of 15 reps. Weight may be added when you feel that the three sets are too easy.

By JOSEPH GOLDENBERG, D.C.

One important fact about weight training is that it must be performed *properly* and *regularly* if any benefits are to accrue. You'll get out of weight training only what you put into it.

Many different methods are used in weight training, all of which are excellent. But I prefer the above method, having used it successfully for a good number of years at the Bronx Union YMCA, training embryonic New York City police and firemen, and starting thousands of beginners in the use of weights. I also used this method at New York University, working with the athletes in such sports as track, soccer, basketball, swimming, and wrestling.

For a true beginner, I advise a different approach, one that's more gradual in the beginning. I suggest working only 1 set of 10-15 reps for each exercise, then, instead of adding weight to the barbell, doing 2 sets of 10 to 15 and finally working into 3 sets of 10-15 reps. From this point on, you may add 5 lbs. after your third set of 15 reps.

Don't be overambitious at first by using heavy weights or trying to use 3 sets. Nature must be pushed slowly and gradually, or else you'll be as stiff as a board the following day. This is a good indication of overdoing your workouts.

A muscle developed over a long period remains in good condition for a long period of time, even without exercise. On the other hand, a muscle developed through heavy weights with few repetitions lasts a short time. These pumped-up muscles may be good for the beach athlete, but are undesirable for the real athlete.

There's another very important reason for starting with light weights and progressing slowly and steadily. The muscle tissue, the tendons, and the ligaments are growing tissues which can be damaged by excessive resistance, too much weight, when improperly conditioned.

Visible evidence of improper weight training can be seen in some individuals in the area just above the armpits in front of the shoulder region. It appears in the form of scars commonly called "stretch

Wilson Baseball Sportfolio 1962 Edition



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Wilson's top quality flannels stand
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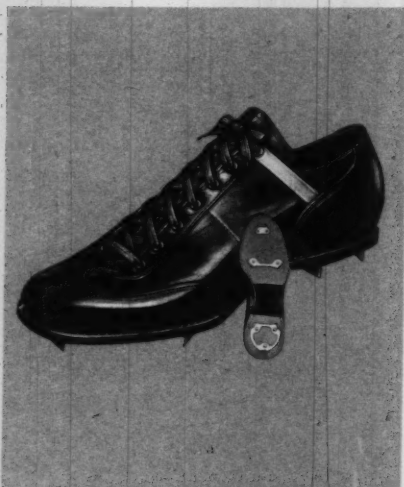
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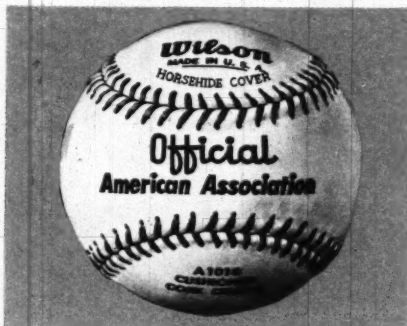
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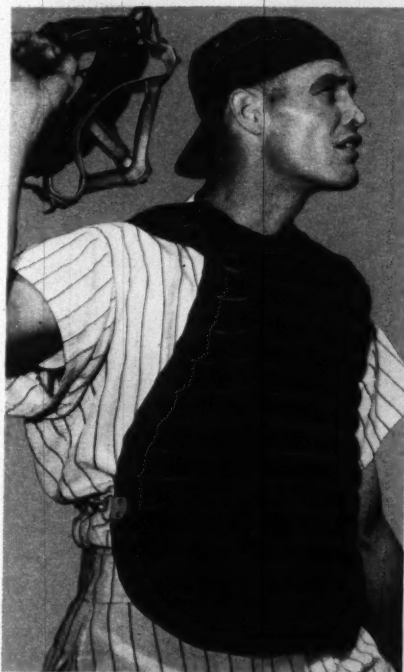
Wilson offers complete line of jackets, warm-ups

Jackets are 24-ounce wool Melton cloth with striped worsted rib trim.



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New '62 features mark Wilson A2000 glove



Deeper web, larger wrist area give more control

The Wilson A2000, top glove in the major leagues, features two revolutionary design changes for 1962.

A new concave web design now takes maximum advantage of the ball's own momentum to trap it securely. This "barrel stave" web contour gives the A2000 the deepest pocket in the game today, assures complete fielding control on even the toughest plays.

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The Wilson A2000 glove is made of top quality specially selected glove leather for perfect "feel." Snap-Action design helps trap the ball quickly. Lacing through thumb, heel and little finger helps the glove keep its shape.

Wilson's complete line of gloves and mitts gives players the widest selection in baseball today.

Wilson bat, ball bags are sturdy and compact

Wilson provides a complete line of team equipment including sturdy, compact bat and ball bags.



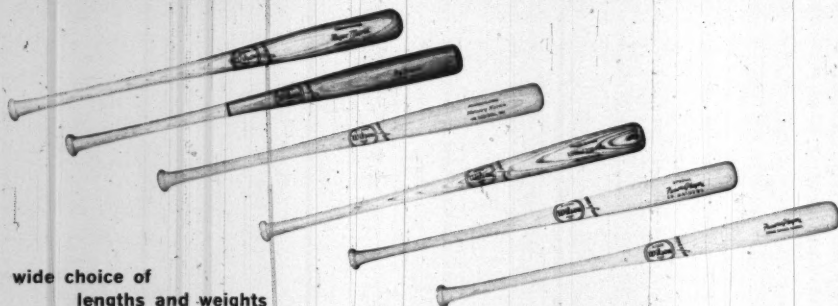
Duck bag with genuine leather top and bottom holds 24 bats. Twelve-bat size bag also available.



Leather or heavy duty fabric ball bags feature sturdy handles and zipper openings. Each holds 48 balls.

**All players mentioned are members of the Wilson Baseball Advisory Staff.*

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Wilson "Famous Player"® bats are made of selected white ash in natural finish. Available in 32", 33", 34" and 35" lengths. Bats bear the names of Al Kaline, Harvey Kuenn, Nelson Fox and other stars*.

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Wilson

PLAY TO WIN WITH
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Wilson Sporting Goods Co., Chicago
(Subsidiary of Wilson & Co., Inc.)

(Continued from page 40)

marks." These permanent scars are the results of tearing the muscle and skin tissues through the use of heavy weights.

Selecting the proper weight will take a week or two, but don't think this is wasted time. On the contrary, the properly selected weight will produce the best gains in the long run.

For the average teen-ager, 30 lbs. are advised as a nucleus. Less may be used for a light, thin person or more for a heavy, well-muscled person. It's wisest to use a light weight in the beginning and go up, rather than use a heavy weight and have to go down.

A good indication of having employed the proper weight is a pleasantly tired feeling at the end of the session rather than complete exhaustion. Another indication, as I've stated previously, is the stiffness 24 hours later.

The aforementioned course is excellent for pre-season or post-season conditioning and should be employed for at least three months if any noticeable benefits are to be expected.

During the season, this course should be used with caution. Some athletes may not recuperate as quickly as others, and a loss of endurance, speed, and energy will be quite evident. It may be wiser, under certain conditions, for certain individuals to employ only 1 set of each exercise.

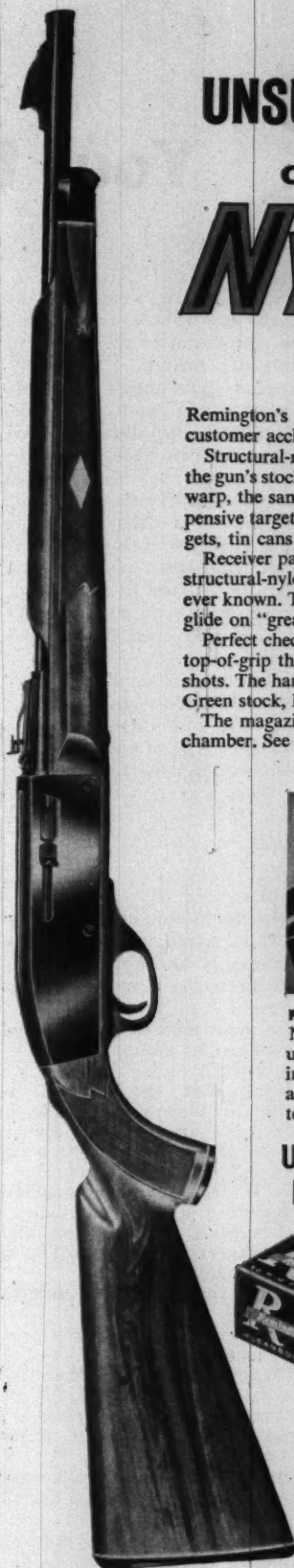
During your heavy training program, it's advisable to get plenty of sleep, from 8 to 10 hours every night, weekends included. It's during these rest periods that the body rebuilds. If the body isn't given sufficient time to rebuild, no progress will be made.

Good, wholesome food is also a must during this period. Franks and a soft drink aren't a nourishing lunch or snack. The proper understanding of food is one of our greatest faults. It's very common for an athlete to ask what he should eat before a game; and those who don't ask will always bring up what they shouldn't have eaten! Spend a little time investigating this subject. The athlete's future health depends upon what he eats now, during his growing period.

Remember, "You are what you eat."

At the end of Part 2 (next month), following the description of each exercise, I'll present my Warm-up Course. These warm-up exercises have been used by the athletes at New York University prior to their regular training session, and have

(Concluded on page 59)



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Remington's new Nylon 66 is setting an amazing record in sales and customer acclaim. Here's why!

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FOR EVEN GREATER ACCURACY the rear sights of the Nylon 66 can be adjusted to give pin-point accuracy under changing conditions of wind and range. For shooting at distances longer than the naked eye can sight accurately, the receiver is grooved to take "tip-off" type telescope sights without drilling or tapping.

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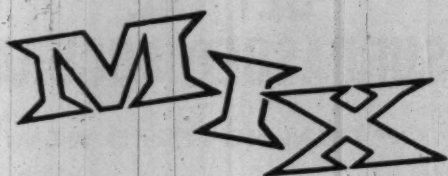


That gleaming "golden" finish you see on the new Remington "Hi-Speed" 22 bullets means that each is extra-clean, extra-hard for better functioning. This great ammunition hits harder at 50 yards than standard 22's do at the muzzle, uses exclusive, non-corrosive "Kleanbore" priming. Buy the new "Hi-Speeds" today with both the solid and hollow-point "golden" bullets.

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Your Defenses!

COACHES generally agree that a good defense can be a team's best stabilizer. While it's unrealistic to expect your offense to function smoothly every time out, a good defense remains constant. Hence, on those cold, cold shooting nights, that good defense can pull you through.

As in football, you rarely can rely on one set defense for the entire season. First of all, it's doubtful whether one specific defense can stop all the assorted attacks you're sure to encounter. Secondly, you'll want to be able to change defenses to cope with all the swiftly changing situations. Thirdly, why let your future opponents learn precisely what you're going to use against them?

The answer lies in adopting a multiplicity of defenses. That way your opponents will never know what you're going to do, and thus won't be able to prepare for you. It's certainly a sound, practical way of preparing for an arduous season—and every season is arduous these days!

By multiple defense, we imply the use of two or more different types of defense in the same game. In teaching this type of play, you must start with the fundamentals of individual defense. Once the boys master these basics, you're ready to tackle the problem of team defense. We work with the boys on sliding through screens and fighting over the top.

SWITCHING TACTICS

Next we advance to switching. The players are taught *when*, *how*, and *when not* to switch. We stress the importance of *not switching* whenever it will result in a mismatch, particularly under the basket.

We also teach each player the basics of guarding the post man. This comes in handy against opponents who use a revolving post or who run their guards around the post.

After teaching the defensive moves at one end of the court, we delve into the principles of the full-

court press. In this defense, we want the boys to learn how to double-team the ball-handler and how to make the quick switch.

When we're sure they've learned how to play a good individual defense and a good team defense based on man-to-man principles, we proceed to zone defense. Here we go over the principles of the zone, showing how it differs from the man-to-man (in that it plays the ball rather than specific men), and how it can be utilized to advantage.

After six weeks of practice, we expect to have covered the following team defenses:

1. Normal man-to-man.
2. Pressing man-to-man.
3. Switching man-to-man.
4. A specific type of zone.
5. Special defense for opening game.

BASIC RULES

In the teaching of the team defenses, we lay down certain rules. We expect each player to learn the rules thoroughly and be able to differentiate between them for different defenses.

In the normal man-to-man defense, the following rules apply:

1. Guard point of ball tight.
2. Defense men without ball at average distance on ball side.
3. Play loose and sink in toward middle of court on side away from ball.
4. Play in front or three-quarters in guarding pivot on ball side.
5. Play behind and loose on high post man (on free-throw line or farther out).

Basic rules for a switching man-to-man:

1. Switch tight when guards cross out front.
2. Switch automatically when two players bump.
3. Always switch when player is loose going in for lay-up, if you can stop him.
4. Switch tight on quarterback hand-off pass, but switch back if mismatched.
5. Look for fast break on recovery of ball.

Basic rules for pressing man-to-man:

1. Stay loose on man throwing in ball so you can help double-team player nearest you.
2. Switch tight on a cross or hand-off.
3. Invite long pass by playing in front of their deepest man.
4. Force dribbler out of bounds.
5. Keep pressure on and double-team until opponent has advanced ball into a scoring position, at which time fall into a regular man-to-man defense.
6. Upon recovery of ball, try to break fast; but if shot doesn't come off fast break, set up the offense.

Basic rules for the zone:

1. Slide with movement of ball, always playing ball tight.
2. Keep defense tight, always trying to keep two men between basket and ball.
3. Double-team after dribble has been used.
4. All five must keep arms waving and legs spread to lessen opponents' chance of passing.
5. Each player is responsible for a zone area as well as helping other zone areas.
6. Be ready to fast break on recovery of ball.

Special defenses which one might consider using:

1. Box-and-one—a good defense to stop a team with one good shooter.
2. Diamond-and-one—a good defense against a team with a good outside shooter, and effective against a better-than-average post man.
3. Switching man-to-man on front line and three-man zone on back line—effective against a team with two good shooting and driving guards.
4. Four men playing man-to-man with your tall man zoning the basket—good defense against a driving, wide-open team. Also good if opponent makes little use of the pivot attack.

Along with the team defense, you must have rules on other vital phases of the game, such as the following:

1. Free-throw defense.
2. Out-of-bounds defense.
3. Jump-ball defense.
4. Breaking-up-stall defense.

This seems to be a large order to cover before the first game, but we try to indoctrinate our players on the importance of defense. It's difficult to become proficient in all these defenses,

By **CHUCK SMITH**, Coach, Washington University, St. Louis, Mo.

but by having them in your repertoire you'll be able to come up with the one you need in any particular situation.

We've found that as we go along, our players discern the need for a number of defenses. Once they learn that you can't always stop an opponent with one specific defense, they're willing to work harder to absorb the different defenses.

There are two ways of using a multiple defense during a game. The most common is the pre-planned defense. This is used until it's changed at a signal from the coach. Sometimes a time-out may have to be called to get into another defense.

Most coaches wisely prefer to stay in a defense as long as it functions smoothly. But it might be wise to switch defenses a few minutes before half-time to see how your opponent goes against it. If that defense proves effective, then your team has two defenses to rely upon.

Bradley University used this multiple defense plan very successfully. Their switch from the normal half-court man-to-man defense to the full-court press was very effective.

The second way of handling the multiple defense is by pre-determined changes as your team moves up and down the floor. A simple key can trigger the changes from one defense to another.

Some coaches employ the following system: After scoring a field goal, they automatically go into a full-court press; after converting a free throw, they pick up at half court in a pressing man-to-man; and any other time they lose possession, they fall back into a zone defense.

In changing defenses up and down the court during the game, it's imperative for each player to know the key that signals the changes. If the signals can be kept hidden and the players make the right changes, this can be a demoralizing type of defense. It will frequently produce chaos, with the opponents ending up in futile free lancing.

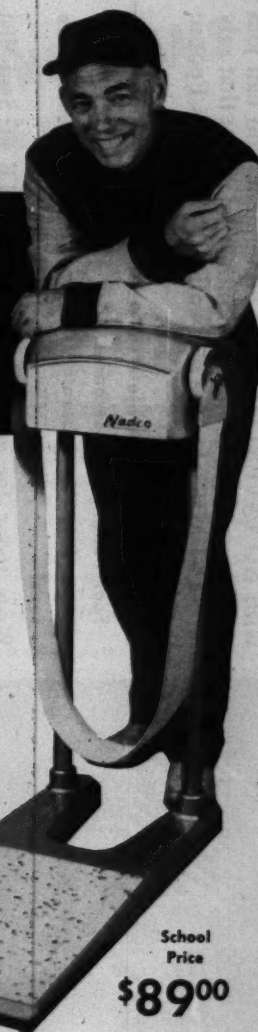
To decide which one of these systems best fits your purpose, you must carefully consider your personnel. Are they capable of handling the different defenses? The next most important factor is to analyze your opponents' personnel? Will this type of defense counter their offensive style? I'd very emphatically not use the changing defense against a good fast-break club.

Other points to consider in the use of the multiple defense follow:

1. Does your personnel have the intelligence to learn a number of defenses?
2. Can you sell your players the idea of changing defenses?
3. Can your players stand the physical gaff in changing defenses?
4. Will the multiple defense fit in with you offensive moves?
5. Are the courts your team plays on conducive to the multiple defense?

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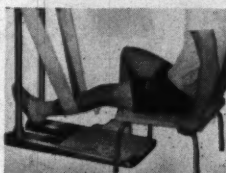


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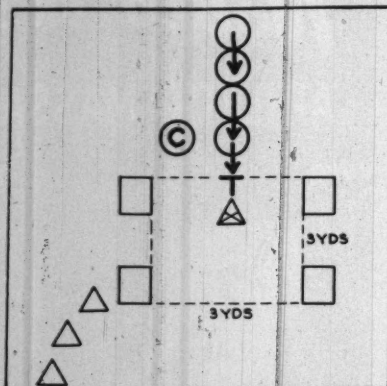
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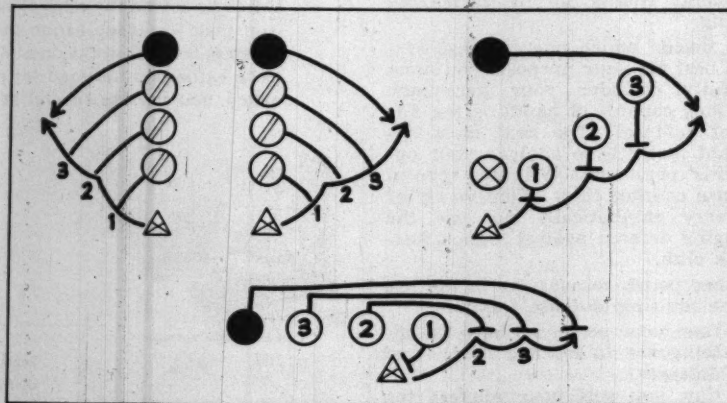
(Continued from page 36)

In the latter a ball-carrier may be added, although in Nos. 14, 15a, 16 ("Ward-Off Leverage Drill," "Eye-Opener Drill with Blocker," and "Reaction Tackle Drill"), respectively, the reaction of tackling has been added after the linebacker



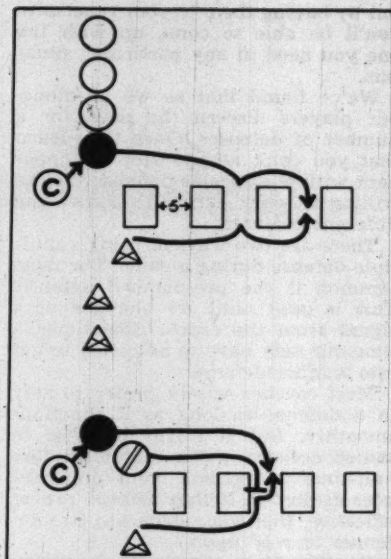
NO. 13, CLOBBER LB

Purpose: To develop arm and leg coordination, and body balance from a good position. **Procedure:** LB assumes good defensive position inside a 3-yd. square. Blockers line up one behind other and try to drive LB out of box, with coach regulating flow. LB learns to use shoulders, forearms, hands, and body to fight through and ward off blockers. A blocker, though knocked down, can try to block defender again as long as he's still in front of him. If LB is knocked down, he must fight to get to his feet, as C will continue to send blockers at him. Drill terminates after 4-5 men try to block LB or he's driven out of box. **Coaching Points:** Same as #12.



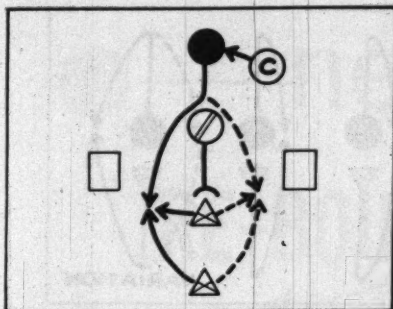
NO. 14, WARD-OFF LEVERAGE DRILL

Purpose: To ward off blockers, keep leverage on ball-carrier, pursue and tackle him from inside-out position. **Procedure:** Same as #12, only players, instead of coach, regulate flow. As soon as first man fires out, second leaves, then third, etc., fairly rapidly. Drill may be conducted from vertical, horizontal, or diagonal line. **Coaching Points:** Same as #12.



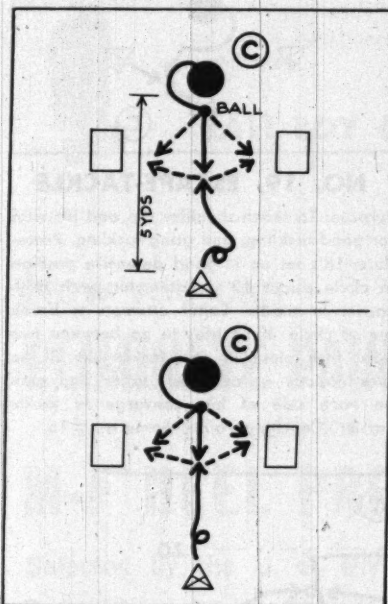
NO. 15, EYE-OPENER DRILL

Purpose: To teach tackler to meet ball-carrier in hole and not to over-run play; and (when blocker is added to drill, as at bottom) to develop use of shoulders, forearms, and hands in fighting through blocker to get to ball-carrier. **Procedure:** Coach tosses ball to ball-carrier, who has choice of running between any of dummies. He may run directly to hole and attempt to get through, or he may fake once and go into next hole. LB must maintain good position and keep proper leverage on ball-carrier at all times. In bottom drill, blocker tells ball-carrier which hole to go through. Coach tosses ball to carrier and blocker tries to cut down LB in leading interference through designated hole. LB tries to dispose of blocker and tackle ball-carrier. **Coaching Points:** Work left and right, check leverage, pursuit, and tackling mechanics.



NO. 16, REACTION TACKLE

Purpose: Same as Nos. 14-15, and also to develop leg and shoulder lift, power, and coordination. **Procedure:** Same as #15 only a second LB may be added to assist with tackling. **Coaching Points:** Stress good defensive position, with tackler keeping eyes open (be in a position to observe), and driving head for ball. When second LB is added, he should polish off ball-carrier. Check tackling mechanics.



NO. 17, SUPINE TACKLING

Purpose: To improve reaction, tackling, leg and arm lift, and overall strength and coordination. **Procedure:** Tackler is in supine position 5 yards from ball-carrier, who's in an upright position with back to tackler, ball at his feet. Dummies are 3 yds. apart. On coach's oral command, ball-carrier must whirl, pick up ball, and attempt to get by tackler. Tackler must roll over, spring to his feet, and meet ball-carrier. Drill at right uses same set-up, except that tackler is upright instead of supine. On command he executes a shoulder roll, then tries to tackle ball-carrier. **Coaching Points:** Same as #16, only a second LB isn't used to polish off ball-carrier.

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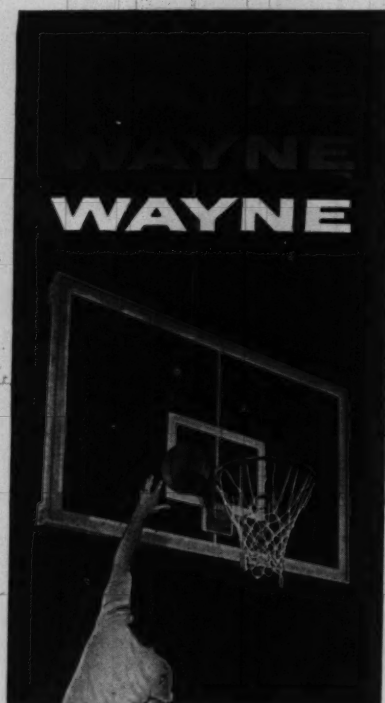
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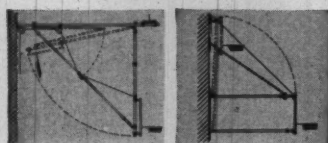
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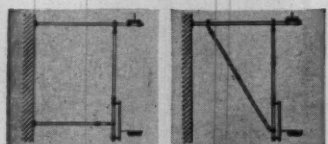


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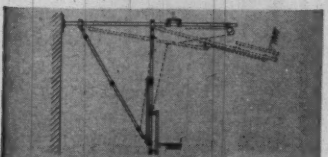
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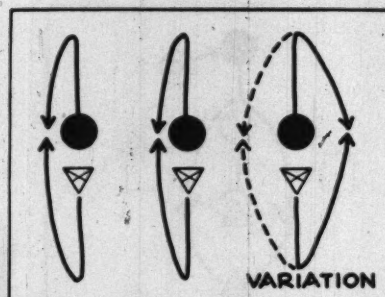


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NO. 18, TACKLING

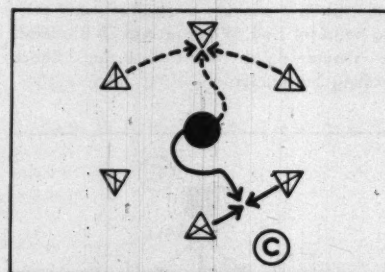
Purpose: To teach correct form, leg lift and drive necessary for good tackling. **Procedure:** Tackler and ball-carrier line up back to back, and walk away from each other at coach's command. At his second command, they whirl around. Ball-carrier walks straight ahead (or at an oblique angle right or left, predetermined by coach) and tackler makes contact with shoulder. He lifts opponent, carries him back 5 yds., and sets him down on his feet. (When carrier goes at oblique angle, tackler doesn't carry him back but places head in front, puts arms around carrier, drives through, and turns so he come out on top upon hitting ground.) Drill is then stepped up to one-third speed and finally to full speed. At first, permit men to get about 5 yds. apart, but later control drill by giving second command rather quickly so they're not too far apart. Conclude drill with carrier free-lancing, i.e., going in any direction he wishes (after second command). **Coaching Points:** Same as Nos. 16-17.



wards off potential blockers.

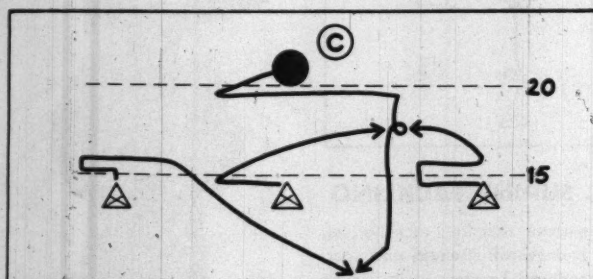
Excellent physical qualifications and skills are of little significance if the linebacker lacks the courage and desire to make the tackle. Since the linebacker must be a good tackler, several additional individual tackling drills are provided in Nos. 17, 17a, 18, with several linebackers simulating gang tackling in drills Nos. 19, 20.

The real heart of any defense is good linebacking. Primary consideration should be given to selecting good athletes for the linebacking positions. Then it becomes a matter of coaching. The drills which have been suggested and presented should prove more than adequate for training the linebacker in the individual skills and techniques his position demands.



NO. 19, ESCAPE-TACKLE

Purpose: To teach shoulder dip and lift vital for good tackling, and gang tackling. **Procedure:** LB's set up in good defensive position in circle about 12' in diameter, with ball-carrier in middle. Latter attempts to break out of circle. If he tries to go between two men, they close in and tackle him. If he runs directly at defender, latter and man on each side of him converge to tackle carrier. **Coaching Points:** Same as #16.



NO. 20, OPEN-FIELD TACKLING DRILL

Purpose: To teach reaction, pursuit, and tackling in open field. **Procedure:** Ball-carrier on 20-yd. line may use any evasive technique he wishes in order to score. Lateral distance between LB's may be increased so that they're forced to defend from sideline to sideline (using 3 or more men). Then set up with an LB on each hash mark and one in middle of field on 15-yd. line. When ball-carrier moves laterally, LB's move laterally too. As soon as carrier turns upfield, LB's take proper pursuit angles to tackle him. If carrier scores, he's replaced by another man. If he fails to score, he goes again. **Coaching Points:** Same as #16. Checks LB's position, pursuit, and tackling.

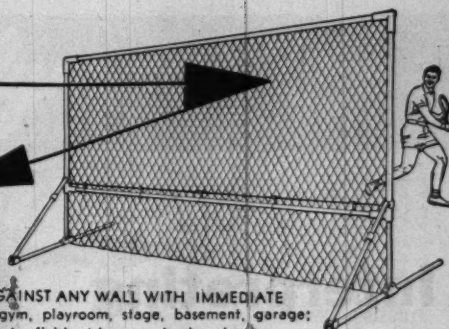


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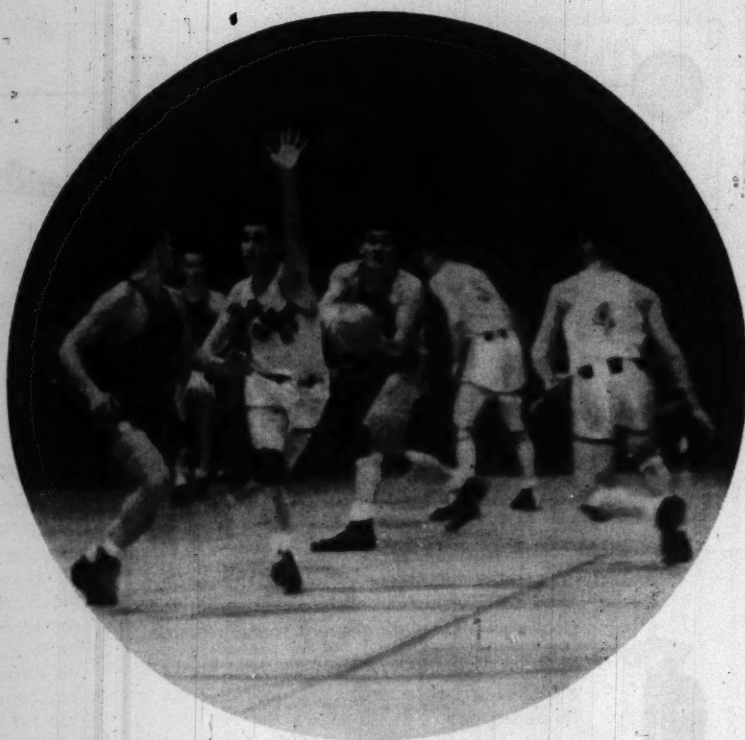


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Interpreting the Trends in Basketball



HAVING coached basketball for 10 years on both the high school and college level—during which time I have attended an average of four clinics a year and read numerous books and articles on coaching—I'd like to pause and take stock: first, to analyze my tactical thinking in the hope that I can learn from my mistakes; and, second, to help some new coach plan his strategy for the years ahead.

I've made some observations that I believe can be of help to anyone in the game.

Observation #1: While you must have a basic philosophy on how the game should be played, you must also modify your thinking to suit your material.

This is particularly true on the high school and small college level, where you cannot hand-pick your material to suit your favorite offense or defense. As a matter of fact, it's becoming increasingly difficult to insist upon a given way of executing certain fundamentals, especially where the mastery of the skill requires hours of drill.

Prior to the advent of the rubber-surfaced ball in the late 1930's, basketball was primarily an indoor game in which youngsters had little opportunity to play except under the supervision of a coach in a gymnasium during the winter months.

The rubber-surfaced ball and hard-top outdoor courts made the game

into a year-around sport. In fact it's now the only popular team sport that youngsters play the year around, especially in the northern climates. Football, baseball, hockey, and soccer are pretty much confined to seasons where the coach can keep close tabs on the development of his players.

Basketball is therefore unique in that the average enthusiastic youngster may be playing some form of it for around eight months of the year in addition to the time he's under the direct supervision of his coach.

During this time he's developing habits and techniques, some good and some questionable, that a coach will find difficult to change during the short pre-season period. And where the coach tries to change a boy too much during this period, he may impair the player's confidence and lose him entirely. This reminds me of a poem:

*A .350 hitter named Krantz
Had a most unorthodox stance.
With the coach's correction
Now his form is perfection.*

But he can't hit the size of his pants.

The good coach is the man who can, without making too many changes, find a way to fit the individual into a pattern of play that will stress his strengths and cover up his weaknesses. I don't mean to imply that we shouldn't try to get a player to overcome his weaknesses. The fact remains, however, that we rarely can afford to bench an otherwise good ball player because of some weakness that doesn't

adapt him to our system. We simply don't have the material to enable us to do this.

Remember, also, that we're living in a world where youngsters aren't always as "hungry" as they might be. While they want to play ball, they have many other activities demanding their time.

For better or worse, the average boy, his parents, and educators are putting the emphasis on "being well-rounded" (some might say, mediocre). The boy cannot, or will not, strive for the individual perfection in all areas of the game that we'd like to see him attain.

We may have one or two boys who do have "desire," but unfortunately they're often short on speed, height, or some other commodity over which we have little or no control. Even if these individuals are well-rounded players, we still have to fit them in with boys who do have weaknesses. Again, therefore, we must adapt our system to our material.

Recall some of the better college teams in recent years and you'll perceive that their style of play was successful because it suited the material.

Coach Harry Litwack's Temple team with Guy Rodgers was a good example of the proper utilization of material on both offense and defense.

The last two St. Bonaventure teams were excellent examples of a coach capitalizing on the ball-hawking and anticipatory abilities of three or four key men.

The Notre Dame squad that used Hawkins, Smith, Duffy, etc., to such good advantage in the Marquette tandem-pivot offense is another example,

By **PETE SMITH**, Coach, Alfred University (N. Y.)

While there are coaches who don't change their offense and defense from one decade to another and still are successful, you'll find they're atypical. Either because of their recruiting program or their grade school developmental programs and summer leagues, they don't have the problems of most of us.

It's one thing to take a group of players who are on full scholarships or who are counting on us to recommend them for one, and insist that they change to suit us. It's another to take a squad of boys who are majoring in pre-law, engineering, medicine, etc., or who plan to do so in the years ahead at their own expense, and insist that they spend the hours necessary to develop into flawless performers.

The first group is playing the game as a vocation; the second group as an avocation. The coach who forgets this is swimming against a very strong current.

Of course we cannot radically change our offense and defense from one day to the next lest we completely confuse our players. On the other hand we can look ahead to the material that will be available, and, after listing each individual's strengths and weaknesses, design a style of play that will emphasize their strengths and hide their weaknesses.

We should also keep in mind that the style should be flexible enough to hold up in case a few key men are lost through sickness, injury, or academic deficiencies. Can a substitute come in without hurting the pattern too greatly? Maybe much of the foregoing is self-evident, but it's easy to forget.

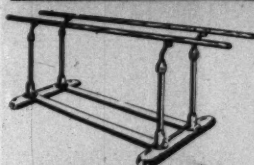
DON'T FALL INTO A RUT

Beware also of several successful seasons with one style of play! Don't fall so in love with your system that you'll try to force into it some boys who just don't have the same talents of their predecessors. For the same reason, beware of adopting everything some other coach has been successful with.

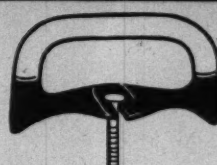
This may be one of the reasons why some coaches have very poor seasons after very good ones, and why others are more consistently successful. We're all aware that "we can't make a silk purse out of a sow's ear." But I really doubt that little Chet Forte would have made All-American if Lou Rossini hadn't had the foresight to see the greatness in him and how to put it to the best use. Lenny Rosenbluth of North Carolina under Frank McGuire and Darrall Imhoff at California under Pete Newell are further examples.

None of these All-Americans went on to become great professional players, but they led their college teams to great heights because they were properly utilized. The examples of outstanding high school players who don't make the college ranks are endless, yet their high school coaches were successful with them because

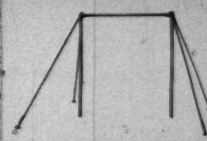
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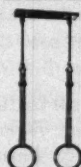
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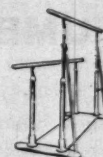
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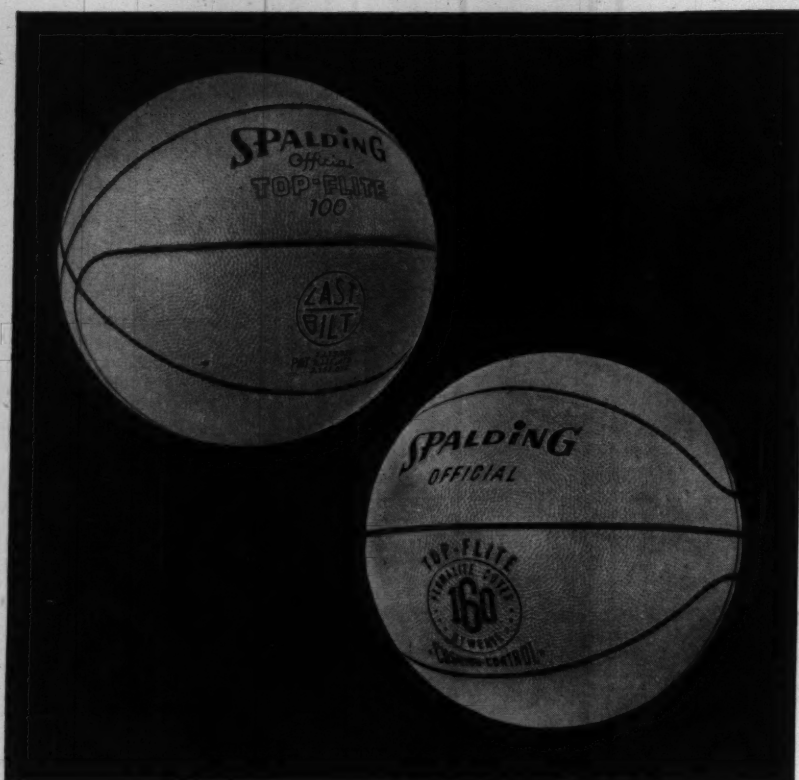
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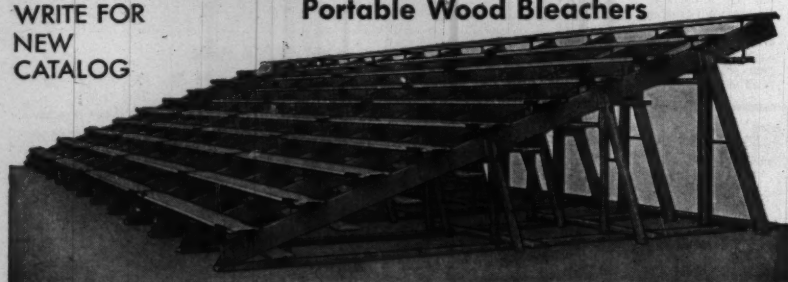
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they recognized this axiom.

It isn't enough for a coach to know everything about one style of play. He must know everything he can about every current style as well as those that have been used in the past. With this knowledge at his fingertips, he can make a fair showing even with mediocre material.

This is why every coach should try to attend at least one clinic every year and read the coaching magazines to stay abreast of the trends.

Observation #2: *Styles of play run in trends and often reappear in the same way that history repeats itself.*

We've all heard that the "T" formation in football, although considered new two decades ago, was actually one of the first formations in the game. I think we're seeing a similar trend in basketball, and the coaches who are aware of it are better prepared to adjust.

At a recent clinic, I listened to Joel Eaves of Auburn describing the "shuff-le offense" with which he has achieved so much success. He gave all credit to Bruce Drake, its originator. Ed Steitz of Springfield aptly remarked that, "Bruce Drake was 10 years ahead of his time as a coach." And doubtlessly Mr. Drake got some of his ideas from someone else!

At one Mid-West clinic last summer I heard that the trend was toward pressure defenses. But at another clinic in the East two weeks later, I heard two very successful high school coaches—Charles Luce of Greenwich, Conn., and Clif Clinton of Rye, N. Y.—remark that their area had already so exploited the pressure defense that they felt it was losing its newness and therefore much of its effectiveness, and that they were looking for something else with which to surprise their opponents!

Many of us are supposed to look to the well-known college coaches for new ideas. I think this is greatly exaggerated. Actually, I think that the high school coach, because of his lack of material, is forced to experiment a lot and thereby evolves changes which work their way up to the college ranks through the players!

The trends, as they've affected the offensive and defensive thinking of players and coaches, are quite informative.

For instance, in the early days, defense was strictly a nose-to-nose, man-to-man type of thing, with scoring confined to layup shots attained through good ball-handling and dribbling.

The defense got to thinking about this and figured: Why guard a man closely when he's 20 or more feet from the basket and we know he isn't going to shoot from there? Hence, the defense wouldn't pick up as far out, and the offense had to counter with the reasonably long underhand two-hand set shot.

When the defense adjusted to this by modifying its position and moving back out on the set shooter, the latter raised his trajectory on the set shot

and pushed it, first with two hands and then with one, from in front of his face.

The defense, not to be outdone, started getting out on the shooter to force him to put the ball on the floor, always in a given direction—to the inside or outside. Then, knowing that the dribbler's eventual goal was to drive all the way in, the defensive player would take a short cut to the rim and beat his man to the basket.

In other words, the defense remembered that "a straight line is the shortest distance between two points" and went straight to the basket, while the offensive player had to drive on somewhat of an arc.

The offensive player still had to be able to score in a one-on-one situation, however, and thus came the jump shot. When the defense forced the offense to put the ball on the floor and then started retreating to resume contact at the basket, the offensive player put on the brakes and took a jump shot on which the defense couldn't get back out in time.

For a while the offense dominated the game. Players who could hit on set shots, driving layups to either side, and jump shots could control any defensive player in a one-on-one situation.

Unfortunately for the offense the younger kids on the playgrounds, observing the college and pro players shooting the jump shot, began copying this shot without realizing that the set (one or two-hand) and the driving layup were the shots that made the jumper most effective.

The jump shot was also very effective in the typical three-man game that flourishes in schoolyards, where the whole contest is played within 15 feet of the basket and the individual reigns supreme. You can all think of great three-on-three players who seem lost in a full-court ten-man game.

The offense continued to dominate the game as long as the defense allowed it to bring the ball to within 20 feet of the basket without pressure. The success of such offenses as Joe Curran's "can-can" weave at Canisius and Ken Norton's continuity at Manhattan could be attributed to this fact. Such offenses depended primarily on the 15 to 20 foot jump shot. The schoolyard basketball player was having an offensive "hey day."

Then the defense started to realize that it couldn't sit back and let the offense do as it pleased. So out they came in the form of full-court presses. This was fairly successful and still is because there are more shooters than ball-handlers today.

This last year or so we've seen half and three-quarter court trap and pressure defenses, or so-called "Chinese" defenses where the ball-hawks actually encourage the ball-handler to drive up the middle and then attempt to slap the ball into the middle of the defense from behind. Players are deploying between their men and the ball instead of between their men and

(Concluded on page 71)

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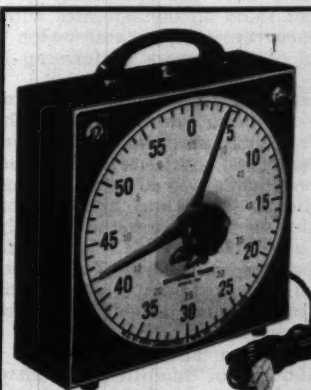
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By **THOMAS J. De CARLO**
Instructor, Queens College (N. Y.)

Promoting a Varsity Gymnastics Team



ONE of my most challenging assignments in physical education was organizing and achieving varsity status for a gymnastics team. Hugely complicating the problem was the fact that gymnastic competition in our county (Westchester) was virtually unknown. But, completely sold on the values of it, I decided to launch a full-scale program to develop the first gymnastic team in our area.

One of the best means of stimulating interest in a new activity is to show the need for it in its particular locale. Many basic principles must be considered by the aspiring organizer.

A primary principle is "The aims and objectives of varsity gymnastics." Gymnastics, through its all-around program, is concerned with the total development of the individual. It motivates the individual to think while providing meaningful and satisfying physical activity. Invariably he'll want to pursue these activities in his leisure time, thus enhancing his total growth and health.

Three essential objectives that the author strives for in his programming include: physical fitness, social efficiency, and recreational satisfaction. In a previous article, "Organizing an Exhibitional Gymnastic Team" (October 1956), the author pin-pointed the essence of these objectives: to promote total body development through an all-round program; provide activities that will create a feeling of sureness and self-confidence, and will serve as an outlet for excess energy and physical expression; and to encourage students to spend their leisure time pursuing apparatus training in a pleasing and a worthwhile atmosphere.

A second principle deals with "Meeting individual needs." Statistics reveal that approximately 30% of a school's student body participates in after-school athletics. This might lead the taxpayer to think, "What are the other 70% doing?" After eliminating such factors as home chores and part-time jobs, there are still many boys who just stand on the sidelines without rancor or jealousy and watch a handful of their peers performing in sports.

A large majority of pupils, for some reason or other, don't fit into the school's athletic program, which mainly emphasizes sports requiring specific prerequisites. Gymnastics, through aesthetically appealing skills, offers an outlet for the entire student body. The Greek idealogy of "Inner and outer harmony of the body," is stressed through self-expression, which comprises imagination, diligent work, and concentration.

A very important third principle is "Availability of facilities." Unfortunately, all of us aren't equipped with the necessary facilities to conduct an

adequate gymnastic program. With a little pre-planning and some imagination, however, a satisfactory program can be maintained until the necessary facilities are secured.

Heavy apparatus, such as parallel bars and side horse, have to be bought outright. If the budget prohibits the purchase of other basic equipment, certain items may be obtained from the local hardware store and adapted by the industrial arts department. These would include certain ring attachments, spotting "rigs," vaulting box, beat board, and parallels.

Under no circumstances, when attempting to cut corners, should a coach sacrifice individual safety. This phase of the sport should always be given the highest priority, as one serious accident could finish your entire program.

After you've clearly considered and identified these basic principles, it's time to take the initial plunge into getting the program sanctioned. If your department is governed by a chairman, he should be the first to hear of your idea. Invariably he'll wish you God speed, and advise you to consult the director of physical education.

Don't be discouraged. Good things never come easily. In most instances the director will listen to your idea with sincere interest. Remember, improving the physical education and athletic programs not only enhances your professional status but also adds distinction to the man in charge.

Let's assume you've received the "green light" to start a gymnastic program. The next major hurdle is to find some way to finance the program. Many systems underwrite the entire athletic program for their schools, while others receive their equipment through a bond issue. If you can secure financing through one of the above methods, you're in good shape. Otherwise you'll have to look elsewhere.

At Gorton High School, we followed a rather basic pattern. The principal was asked to allocate a certain amount of money from the high school's purchasing account. (If your principal feels his budget can't yield all you desire, you might approach your director, as he's sometimes able to lend a hand through his contingency fund.)

Once this request was granted, we asked the Athletic Association, or General Organization, as it's sometimes called, to provide us with a budget for such items as uniforms, transportation, entry fees, and exhibitional supplies, which included costumes, electrical supplies, etc.

We received support from this organization because the funds benefited the student body (in the form of a gymnastic team) and also because it enabled us to organize in such a manner that we'd eventually make up our financial deficit. The plan was to conduct an exhibition by the high school

gymnasts. It went off according to plan and we were able to reimburse the Athletic Association for its gracious support.

Another source for acquiring supplies and equipment would be the senior class. Each year this group donates a gift to a department within the school, and many a high school physical education program has been the beneficiary of some particular piece of equipment, such as a scoreboard for the basketball team or a trampoline for the apparatus program.

Another reliable source might be the Parent-Teachers Association. If funds are available, this group is always ready and willing to lend a hand, provided you can justify your request. The best way to reach this organization is through the students themselves. A fund-raising campaign can be started in the classroom and climaxed in the meeting hall. By this time, the parents will have had time to think over your request.

Once you feel certain that financing is within the realm of possibility, your next step is to start organizing a team. Acquiring a team may not be as easy as some people think. The prospective coach will be competing against popular activities such as basketball, swimming, and wrestling. With sufficient stimulation, however, an adequate turn-out can be expected.

EXHIBITION TEAM

One approach to the motivation of new students is to bring in a well-trained high school or college team. This demonstration can be set up as an assembly program or an after-school special event. Posters could be made and a well-planned publicity program initiated to insure a large student turn-out. Many pupils will invariably be stimulated by the group, and will soon inquire as to the possibilities of joining your group.

Other motivating devices would be to show gymnastic films at assemblies and to put notices in the school's daily bulletin.

Still another method is to select outstanding performers from the physical education program and invite them out to one of your practice sessions. Almost any boy who seeks personalized attention—and what boy doesn't—will be a possible candidate for the gymnastic group. Remember, all that's needed is a nucleus. The rest will come in due time.

Your next step is to organize a training program that will develop skills at a rapid pace in the early stages of practice. The tyro gymnast, at this stage, needs this stimulus to assure himself that he made no mistake in going out for gymnastics. Boys are mainly looking for satisfaction and confidence.

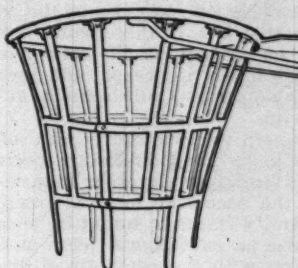
Above all, try to avoid unnecessary criticism, especially in an unconstructive manner. This sort of humiliation will only create a bad atmosphere. With these few, simple suggestions, the new coach will be able to implant

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in his novices a new and stimulating interest in gymnastics.

In the early stages of training, introduce the group to the many gymnastic events that are available. This should give you a good idea of their learning abilities, which, in turn, will serve as a valuable guide, for both you and the boys, in selecting a single event in which each can start.

By limiting the majority of a boy's work-out to one event, he'll soon start to notice an increase in his general ability; and this in return will lead to an increase in his over-all interest. After he has made a definite accomplishment on a particular apparatus, move him to a second piece. In this manner you'll start to develop the all-around gymnast.

Progressive gymnastics has proven to be very successful in the training program. Let one exercise be the basis for another one. In this manner a boy won't be attempting to learn moves that are out of his reach, and invariably his interest will remain at an optimum.

Competitive gymnastics can often prove to be very difficult, especially to a novice group. In order to give the team the necessary impetus required for varsity status, it might be wise to organize an exhibitional team in conjunction with the competitive group.

Long horse vaulting, dance routines, double balance, marching drills, specialty acts, and tableaux are typical examples of exhibitional gymnastics. Exhibitional training will prepare the team to perform before PTA groups, schools, student bodies, social institutions, and hospital recreational programs. A climax to your season's work could be a home exhibition for your own student body and their parents. A performance of this nature will surely convince the public that you've earned a rightful place in the school's athletic program.

Promotion of any newly organized group is greatly influenced by its public relations program. Generally speaking, the public is very interested in school affairs, since its children are the nucleus of all activities. One of the best places to start your informative campaign is in your own institution. The school's daily bulletins, as well as its weekly or monthly paper, could give your gymnastic team invaluable publicity. Some school systems publish a "chalk sheet," that goes out to all teachers. This, too, if properly handled, could spread your ideas to the entire system.

At this point it might be wise to contact the town's sports editor. Local publicity makes for excellent public relations, since the majority of the citizens read the daily news.

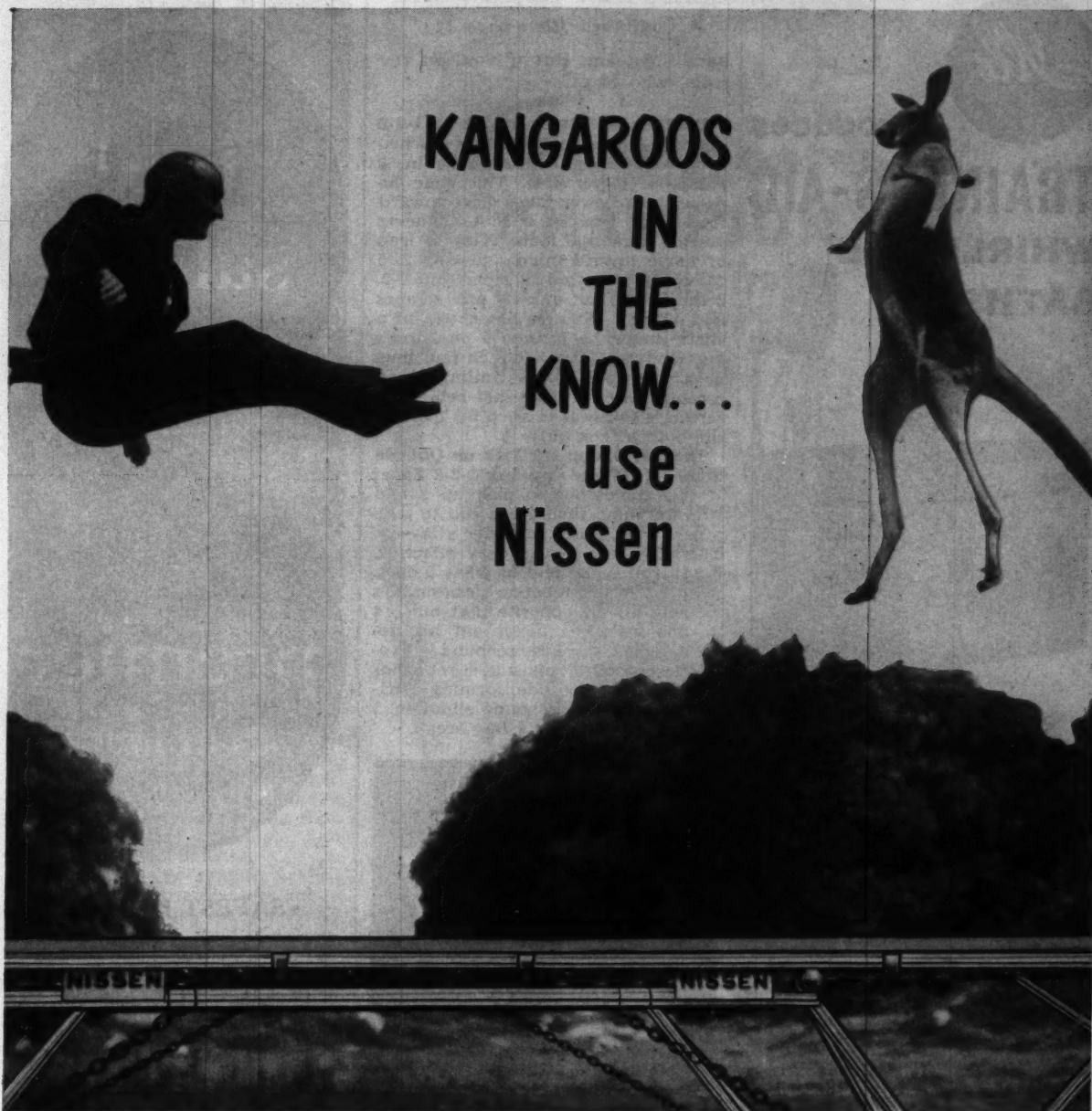
In the early stages of promotion, make known your proposed plans as well as your goals. This will clearly define your gymnastic program to the public. Once the nucleus of a team has been formed, start scheduling competitive and exhibitional contests. Try to book groups that are homogeneous with your own. One coach might have a strong enough team to compete

ONE of the East's most distinguished high school gymnastics coaches, Thomas J. De Carlo catapulted into the limelight several years ago by organizing the first varsity gymnastics team in Westchester County (N. Y.). The fact that it took him just one year to do it is a tribute to his remarkable gymnastics background. At Springfield College, De Carlo was a member of the school's world famous Exhibitional Team that performed in over 20 states, as well as the New England All-Around Champion. Upon graduation he became gymnastics coach at Southern Illinois University. He then moved to Riverside Military Academy (Ga.) as director of physical education and gymnastics coach before coming to Gorton H. S. (Yonkers, N. Y.). During his peregrinations, he found time to win the Jr. All-Around championship of Georgia (1956), become Still Ring Champion of the Metropolitan (N. Y.) AAU while finishing second in the All-Around Championships (1958), and win the National YMCA Still Ring title in 1960. He has moderated and organized many gymnastics clinics, written several articles, and was recently elected to the Physical Fitness Committee for both the S. E. zone of New York and the New York chapter of the AAU. He earned his M.A. from NYU in 1959 and is currently working on his Ed.D.

the first year. Another coach might find it wiser to have a purely exhibitional season until his gymnasts get their feet wet.

The prospective coach shouldn't have much trouble arranging a complete schedule. There are many schools, social institutions, recreational agencies, and local adult groups that would welcome a performance by your team. Many of these groups will be more than willing to book the team. It should be understood, however, that the organization requesting the group should provide transportation, avoiding drain on the school budget. This agreement will also put your principal at ease.

It's also important to publicize each and every engagement, whether it be a simple demonstration or an involved competitive meet. Whatever the situation might be, ask the sponsoring group to send a little note to your principal or director in regard to the team's general performance and behavior. When these letters start coming in, your superiors will soon realize that you're contributing to the total development of the team in a justifiable and educational manner.



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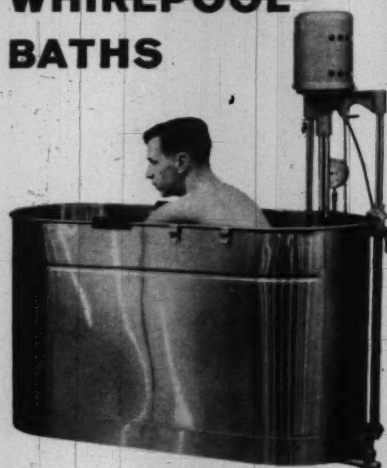
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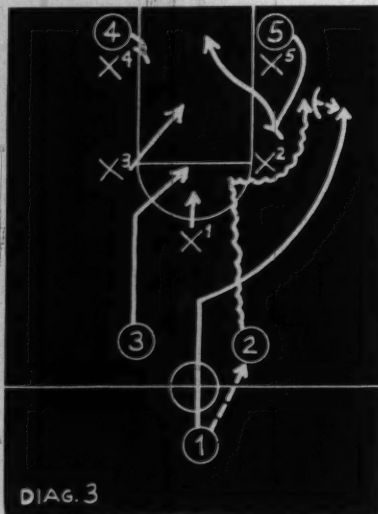
Pick That Zone

(Continued from page 11)

handling team. But if you get results, who cares?

Diag. 1, 3-2 Attack vs 3-2 or 1-2-2 Zone: 1, 2, 3, come down floor pinched in, which tends to draw zone in. 1 passes to either side. This time he passes to 2. Latter fakes drive toward free-throw line for a shot, inducing outside defensive man (X-2) to lean or move toward middle to stop 2. 5 comes up to set outside pick on X-2. 2 then veers out quickly and scrapes X-2 off on 5. He now has option of a short jumper, a pass to 5 on latter's pick and roll, a pass to 3 on foul line, or a pass to 1, who's trailing as an escape valve, for a set shot behind 2's screen. 4's duty is to keep his man off the boards (box out).

Diag. 2, Option Off Pick on Outside Man, 3-2 Offense vs 3-2 or 1-2-2 Zone: If X-5 comes out to pick up 2 and stop the jump shot, 5 can roll to take a pass from 2 and go in for a lay-up. This play has proved very effective. 5 will roll regardless of what 2 does, in order to get rebound position. On all options, the opposite post man (4 in this instance) boxes out his defensive man, since the rebound is likely to come off on his side. 3 rebounds middle and 5 the side, forming a triangular (with 4) rebound situation. 1 and 2 guard against a fast break.



Diag. 3, Option Off Pick on Outside Guard, 3-2 Offense vs 3-2 or 1-2-2 Zone: If 2 cannot take jumper, 5 isn't open on roll, and middle is too clogged for 2 to pass to 3, he (2) pivots and flips to trailer, 1, who shoots over 2's screen.

Diag. 4, Free-Lance System of Picks vs 2-1-2 or 2-3 Zone: 1 passes to 2 and sets pick on X-2, who's moved over to take 2. Latter fakes and drives X-2 into pick. As X-3 moves over to stop 2, latter leaps as for jump shot but quickly lobs ball to 3 for a quick, good 10-15' jumper. 3, 4, and 5 rebound

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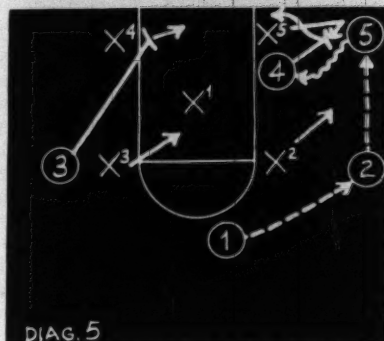
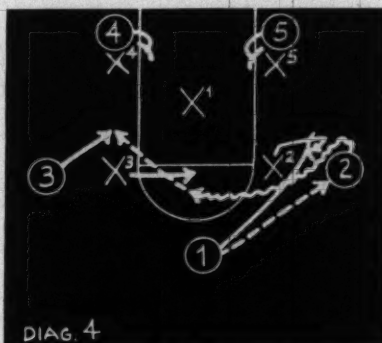
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while 1 and 2 stay back for defense.

Diag. 5, Picking from an Overload: Ball is passed quickly from 1 to 2 to 5. 4 sets pick on X-5, and 5 drives around for short jump shot. After picking, 4 rolls looking for pass from 5. If 5 cannot shoot or pass to 4, he drives up to 2, hands off to him, and sets up pick. 2 then drives baseline as far as he can for best possible shot. 5, 3, and 4 form rebound triangle, with 1 and 2 or 4 back on defense.

The success we've enjoyed against zone defenses has been largely due to the over-secure feeling that almost all zones have against picks. The defenders don't seem to care if they're picked. They feel that their teammates will pick up the offense when it comes into their area.

We've always felt that it's quicker and easier to get a man open by picking for him than waiting until the ball "out-runs" the zone defenders.

AT East Mississippi Junior College, Bill Travis made all-state (1952) and was a member of Phi Theta Kappa, a national honor society. Travis then transferred to Troy State College (Ala.), where he made the Blue-Gray All-Tournament Team in 1953 and received the Kilpatrick Trophy for being the outstanding senior athlete in 1954. He then coached Leesburg (Fla.) H. S. for six years, winding up with a .620 winning percentage, before becoming head coach at Middle Georgia College this season.

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A Seven-Pass Drill

(Continued from page 38)

get his right knee and arm as high up as possible and to hook the ball with the right arm fully extended. Then we want him to return to the floor in a crouch with both feet pointed at the receiver.

This maneuver requires a quarter turn to the left while in the air. No. 1 man is then ready for a quick cut off No. 2 or a quick retreat to a safety position.

We believe that the execution of the hook pass (3rd pass), from beginning to recovery, is one of the finest coordinators in basketball.

No. 2 receives the ball on the dead run, then executes a running-stride-stop, rear-turn, and bounce-pass (4th pass) in that order.

He must be constantly reminded to keep the center of gravity low in order to be able to stop without skidding out of bounds. Again he must regain good body control before pivoting. He must turn 180° to the rear in one fluid motion. This is accomplished by pivoting on the

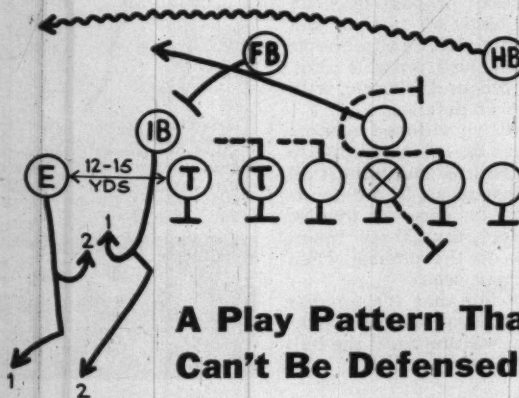
balls of both feet. Here again we often exaggerate the crouch to impress upon him the advantage of lowness.

No. 2 is now ready to throw a lead bounce pass to No. 3, who has cut toward a high post position. We want the pass to arrive slightly above 3's belt, because he's supposedly a big man who can handle a high pass easier.

No. 3 has begun his drive for position with a change-of-direction to the right, as No. 1 left the floor for the hook pass. He arrives at the high post simultaneously with the ball, and is now ready to complete the 5th pass (shovel pass) to 1 in the corner.

When throwing the shovel pass, No. 3 is instructed to keep both hands on the sides of the ball. The arm across the body (left) should touch the belt briefly on the draw-back. The ball is brought back to a position behind the right knee, prior to the forward motion. When

Something Special



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THIS maneuver, designed by an outstanding professional coach (who prefers to remain anonymous), is a real blockbuster. It cannot be defended! That is, without leaving yourself vulnerable somewhere. Upon receiving the ball, QB sprints out, getting excellent protection from FB, who must be a good blocker, and the outside T (moved over from the weak side). If uncovered, G's and inside T may pull, as shown. HB is in motion wide, and LE and inside back run a coordinated pattern. When LE hooks (2), IB goes deep (2). When LE goes deep to corner (1), IB hooks (1). Since QB can run or hit any of three quick receivers, tremendous pressure is exerted on the opponent, particularly if it's using a 3 zone defense. This little movement just represents the start of a lot of things. It can be the basis for a four or five play series, including going weak with weak motion, normal traps up the middle, and option plays either way.

the ball starts forward, we insist on keeping the wrists below knee level. This makes No. 3 a more deliberate passer, lending well to the fluidity of the whole maneuver.

No. 1 receives the ball and immediately throws a softball pass (6th pass) back to No. 3's beltline. The form in executing the softball pass is identical to that of the shovel pass, with one exception. The left hand is placed on top and the right hand (pitching hand) behind the ball. In both passes, we want to step directly at the receiver.

No. 2 man, who has continued up the lane, now starts his quick turn around 3, making sure not to decrease his speed unnecessarily in circling 3. His maneuver can be compared to a track man running a curve. His toes should point in toward 3 slightly to prevent him from skidding away from his correct cutting lane.

No. 2 and the ball should arrive in front of No. 3 simultaneously. He must believe the ball will be there and pick it out of the air. He then drives down the lane and lays the ball up against the backboard. We don't want 2 to precede his shot with a dribble. We've found that by eliminating the dribble, No. 2 places more emphasis on the turn in order to complete the drive for the shot.

No. 3 rebounds and turns to the side of the receiver (No. 4). He throws a lead baseball pass (7th pass) at 4, who breaks toward the sideline and slightly at the ball.

No. 2 continues to the position originally occupied by 3; No. 1 takes up the position first occupied by 2, while No. 3 goes to the end of the line at mid-court.

Now the drill is ready for a second combination. We run the drill on both sides of the floor, so the passes may be practiced with both hands.

Weight Training

(Continued from page 41)

succeeded in reducing their usual warm-up period.

Since some athletes take too long a warm-up, producing a build-up of lactic acid in their muscles, this abbreviated course has proven most efficient and satisfactory. These exercises put a large group of muscles through their normal physiological range of motion and also increase the blood circulation through the muscles that will be used.

Reducing the lactic acid to a minimum serves to increase the athlete's stamina and speed.

Next month I'll detail the exercises, with Gary Gubner doing the demonstrating.

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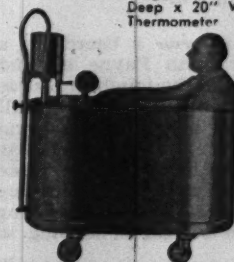
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

IN HIS last season with the N. Y. Giants, Don Heinrich was having one of those nightmare afternoons against the Cleveland Browns. He just couldn't hit a receiver and was being intercepted all over the lot.

Late in the final quarter, he attempted to hit an end on an in-and-out pattern. The end seemed to catch the ball momentarily, then, upon being hit, the ball popped up—and into a defensive halfback's hands.

The official statistician was in a dilemma. "Would you call that a fumble or an intercepted pass?" he asked a nearby reporter.

The scribe, a Giant fan at heart, cynically sneered, "It has to be an interception, Heinrich threw it, didn't he?"

Almost the identical thing happened at a Yankee game last season. The amazingly wild-swinging Bill Skowron swung at a low pitch and the ball got away from the catcher, a baserunner advancing. The official was torn between calling it a passed ball or a wild pitch.

"If it hit in front of the plate, naturally it's a wild pitch," he said, thinking aloud. "But I'm not absolutely sure whether it hit the dirt or not."

"Of course it hit the dirt," a nearby reporter wisecracked. "Skowron swung at it, didn't he?"

Having had to grow a beard for a Western, actor John Payne essayed a round of golf on the toughest course in town. He eventually drove a ball into a trap and began futilely—and profanely—blasting away. A fellow actor, on the adjoining fairway, came over to investigate the shocking sounds. He perceived John blasting away, with his whiskers flapping in the breeze.

"Good heavens, Payne," he gasped. "How long have you been in this trap?"

Red Schoendienst wore the familiar No. 2 in his Cardinal comeback, borrowing it from Hal Smith, the catcher. Smitty was happy to oblige Red. As he explained it:

"When Red was with the Cardinals the first time, he wore No. 2 and had two children. When he was with the Braves, he wore No. 4 and had four children. When he returned to the Cards in 1961, they gave him No. 16. What else could I do?"

Not many people know that Frankie Frisch, the baseball Hall of Famer, once had boxing aspirations. One afternoon at the New York A. C. he got into the ring with the great old pro, Joe Welling, who promptly began jabbing his nose off.

When Frankie went berserk, Joe admonished him: "C'mon now, stop going berserk every time you're tagged. Learn to pick off those punches. Just a flick of your glove will knock the jab aside. Pretend there's a fly on your nose and you're knocking it away."

Frankie tried to do what he was told, but it didn't work. He finally complained, "Joe, you're catching me in between flies."

Defensive backfield men have a private language when defending against passes. The Giants, for example, use cities. Denver means one thing, Omaha another.

One day the 260-pound tackle, Dick Modzelewski, volunteered to man a defensive backfield spot in a scrimmage. On the first play he heard Jimmy Patton shout, "Denver!" On the next play Lindon Crow hollered, "Omaha!" On the third play, two receivers came bearing down on Modzelewski.

The rattled Polish lad ransacked his mind for the right call. Finally, in desperation he sang out, "Warsaw!"

Batting against Lew Burdette one night, Norm Larker became convinced that the Braves' pitcher was throwing spitters. "C'mon, Frank," he com-

plained to Umpire Secory, "the guy's throwing spitters."

"Naah," replied Secory, "them were sinkers."

"Sinkers!" snapped Larker. "My foot! One of them 'sinkers' just splashed me in the right eye!"

Being interviewed at the Dodgers' spring training camp in Arizona last March, Roger Craig shook his head dolefully. "I can't pitch out here," he complained. "My spitter dries up halfway to the plate."

After the final day of the season, everybody was going around wishing everyone else a good winter. But not tough Early Wynn. Shoving his head into the umpires' room, he growled:

"I hope you guys have a good winter. You had a lousy summer."

The prissy schoolteacher was voicing strong objections to Dizzy Dean's syntax, complaining that his wanton disregard for grammar was corrupting the students in her class.

"It's disgraceful," she wrote. "How can the network possibly permit you to appear in front of a microphone when you don't even know the king's English?"

Dean, aroused to rare indignation, scribbled back: "But I do know it, ma'am. And if you want to get technical about it, Ol' Diz also knows that the Queen is English."

After winning his first start of the 1961 season, Chris Taranto, husky southpaw from Notre Dame H. S. in Biloxi, Miss., proceeded to chuck six consecutive no-hitters! In the sixth inning of his next start, the inevitable happened: the batter bloomed a Texas Leaguer to right for a hit.

The schoolboy phenom struck out the next three batters, then walked to the dugout with a big grin on his face. "Wow!" he said. "Now I can be loose!" He then mowed down the remaining hitters and went on to pitch two more no-hitters—to make his record for the season eight no-hitters out of ten!

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So you can imagine the Kid's confusion one day when, after climbing trustingly into Uncle Robbie's ample lap, he was dumped unceremoniously to the Ebbets Field turf. He looked up bewildered, to find an accusing finger pointing at him.

"Why," thundered Robbie, "ain't your old man hitting?"

Here's a riddle for all you high domes: If two gals fortify themselves with a bottle of fire water, hie themselves to the ball park, and become magnificently happy, what inning is it and how many men are on base?

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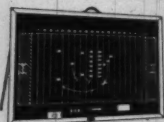
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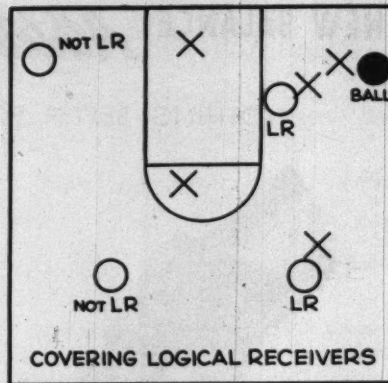
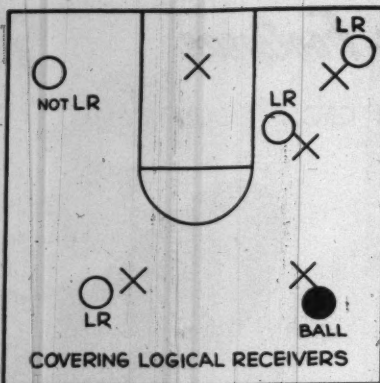
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Charting the Man-to-Man Defense

(Continued from page 16)

done by turning and going to the ball, since such action would leave the offensive man open for a pass back or a straight cut.

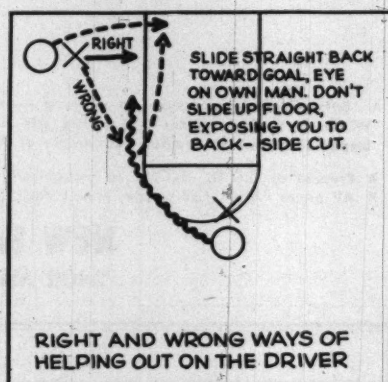
The defensive man must back up like a crab, feeling behind him and taking up floor space. Such a movement permits him to see his assigned man and perhaps intercept a pass. The maneuver is used to stop drives, post men, or lob passes. A plus is given to the player who makes the effort to stop the attack by sinking.

Fast Break: A fast break occurs when a shot is taken without proper offensive floor balance. It's impossible to group your defense after this mistake. When the opposition is afforded such an opportunity, there's only one thing we can do. If we have two men back (which we always try to do), we want them to line up in a tandem (one behind the other) rather than side by side. The front man stops the ball, then sinks back after the pass—while the back man covers the first pass.

This alignment forces the offense to make at least one pass and sometimes two before taking a shot. We hope to have our other men back on defense before the pass or passes are completed. The fast break is definitely a team defensive error, but the minus is given to the player whose man shoots, regardless of whether a score is made.

Help on Drive: The diagrams explain the proper way to help on a drive after a defensive error has been made. The important thing for the player to remember is to slide toward the basket and not the ball. A move toward the ball allows the opponent a back-side cut.

The action mentioned in the explanation of *Pointing the Ball* is involved in this category. The helper sinks, then hurries back to his original position. The most the offense can gain is an over-shot. A plus is given to the man if he stops the driver, even though his man may score on an outside shot.



Covering Logical Receivers: A logical receiver is any man who's one pass away from the ball. While the ball is in a guard's possession, the forward on the side of the ball, the opposite guard, and the post man are all logical receivers. If the ball is controlled by a forward, the near guard and the post man are the only logical receivers. (See diagrams at top.)

By covering the logical receivers tightly, the defense can slow the ball down and stop fast passing. The failure to stop the offense from rapidly changing sides of the floor with the ball puts the defense at a decided disadvantage. For example,

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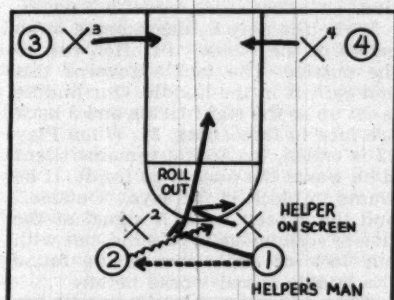
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the defensive post man may have great difficulty adjusting to a quick change. When this happens, his man will usually gain the inside position and score.

Tight covering also forces the logical receiver to step to meet the pass, thereby moving him out of position for a quick shot or drive. If the offensive man receives the ball with no pressure, he's balanced and ready for a quick move.

Whenever the defensive team covers the logical receivers well, by "but-toning up" to them, you'll find fewer fouls being called on them (defense).

Help Helper's Man: This terminology means that every defensive player must be constantly alert to the situation, even though his man isn't directly involved. Its direct application was explained under screens. Screens on the ball are more difficult to defense than screens opposite the ball. When a screen is applied away from the ball, the defense should be able to move with little difficulty since there's no ball pressure.



The person in charge of charting the defense must have some knowledge of the game and must be able to recognize each item in a game situation. For the two years we've used the chart, a student has done a very fine job for us. Much of the half-time rest is consumed in going over his compiled information.

An assistant coach could handle the job, or some other fully capable person using a tape recorder. The latter needn't give a play-by-play account of the game, but record only the plus and minus marks in the proper category and the goals scored. This information can be played back at half-time. We used the latter method for two or three games and found it to be most effective.

Of the two methods, however, the chart is far more versatile because it not only shows the individual action but clearly depicts the cumulative defensive picture.

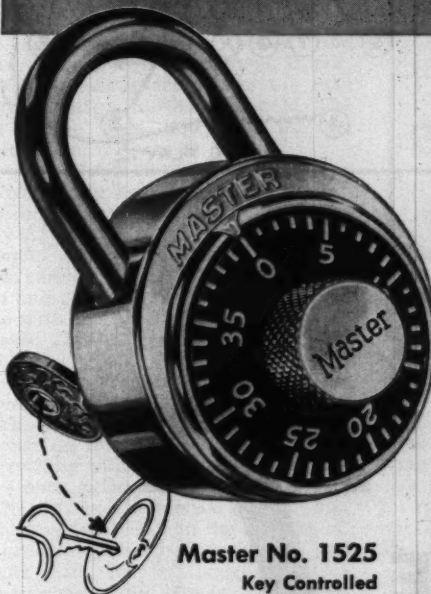
Final tip: Take segments of your opponents' offense and use them as defensive drills. You won't regret the time spent.

(Ed. Note: In his original article, Coach Bass reversed tradition by making the defense O and the offense X. "Making the defensive man O is a standard joke in Oklahoma," he informed us. "We think we put a little more emphasis on defense.")

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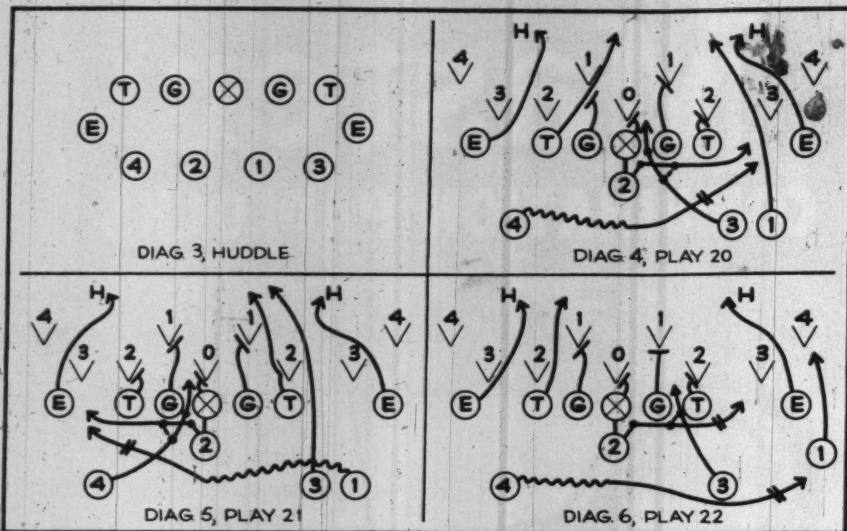
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By BART CHASE, Holderness School, Plymouth, N. H.

LAST month we introduced the Triple-T and set up an overall picture of the system and its basic philosophies. Now we'll get into the meat of the thing, showing the actual individual assignments for at least five of the most-used plays.

PLAY 22 (Diag. 6):

Along with Play 23, we must do this one right or the afternoon could end up very unhappily. If our opponents gang up to stop this, all is not lost! A proper calling of plays can open it up again, and let the coach breathe more easily.

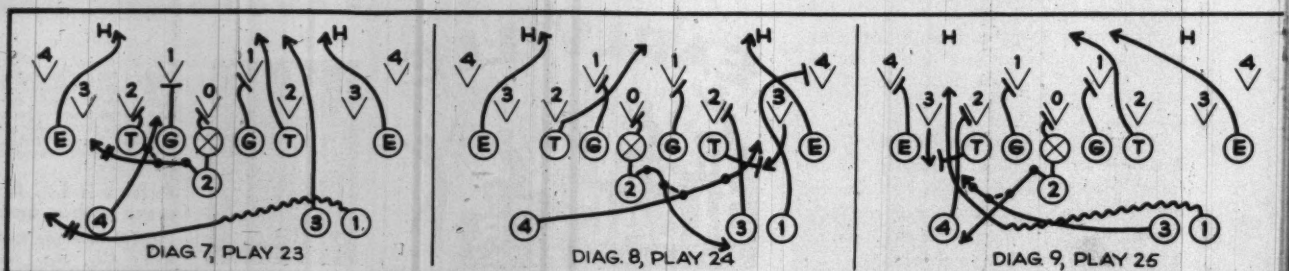
The most important thing in this play is the work on the defensive tackle. The right tackle must learn he's the key to success, maybe for the day. He must find his opponent's weakness and exploit it. The signal caller must realize this and call the play often enough to let the tackle experiment and come up with a solution.

While the play is diagrammed to go inside of the tackle, it's often run to the outside. The tackle governs this and calls it in the huddle. Our huddle is set up so the right tackle and 3 back are face to face (Diag. 3). When Play 22 is called, the tackle remains silent if he wants the play to go inside. If he wants to block in, he says, "Outside," and the 3 back nods. A signal at the line of scrimmage is possible, but with our lack of experience we've found the huddle signal works better.

There are other variations that can make the play click. On occasion we have the tackle and guard cross on the inside play. They have a private signal for this and use it when it seems advisable.

If the defensive tackle is immovable, a flank charge by the guard may move him. But this cannot be used if a hard-charging man is opposite our guard. A five-man defense might make it possible. If the tackle lines up outside our tackle with a linebacker inside, it's possible to use the 1 back on the tackle, in which case he'd line up slightly ahead of his normal position so he can be ahead of the ball-carrier.

An added innovation this past season put the 1 back well outside the end as an outside flanker. This tended to move a defensive man out of the



play without having to block him out.

In Play 22 the defensive end is ignored. The qb tries to keep him honest by his faking, but we're not unhappy if he cuts in and makes the tackle because we know he has laid himself open for a subsequent 26 Play.

The faking of the qb and 4 back is important to stress. They must always go through with realistic option-lateral fakes. The 4, of course, is in motion to get outside the qb.

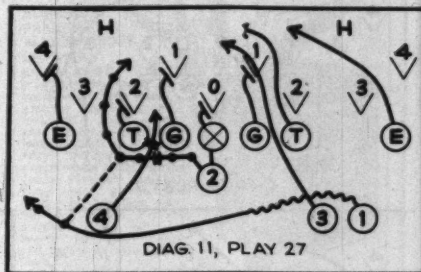
The distance of the 3 back behind the line varies. First, his individual speed up to the line must be figured so that he'll arrive at the hole at the precise time the qb is ready to make the hand-off. He should actually be in the hole to realize the best results. If the handoff is made early, the defense can react. The real joy is the hand-off that's so late the defensive men cannot react fast enough to lay a finger on the runner.

When the tackle calls "outside," the 3 back must adjust his line-up position slightly. He must start slightly back of his normal position so he'll reach the outside hole a little later. This is necessary to allow for the extra step the qb must travel to hand off outside. Since each 3 back will vary in his timing, he must make the adjustment so the qb will never have a problem.

In case of bad timing, the qb should be trained to keep the ball rather than make a desperation attempt to hand off and risk a fumble. We sometimes have our backs deliberately upset the timing in practice so that the qb can learn to react and keep the ball. All that has been said about the 3 backs applies equally to the 4 backs on Play 23.

The qb must learn to lead out as close to the scrimmage line as possible. Any veering backward will spoil the hand-off up in the hole and will also ruin the chances of success on the sister play, 26, which must look the same.

The line play on 22 is logical. The play of the right tackle has already been stressed: he must block 2 in or out, according to his call in the huddle; or, by prearranged signal, he crosses and blocks 1 in. The right guard blocks 1 in or "crosses" in front and blocks 2 out. The center blocks 0 left or drives



DIAG. 11, PLAY 27

the right linebacker to the left and toward the line of scrimmage if possible. The left guard blocks the man in front out or blocks downfield. The left tackle goes downfield on the safety man, if there is one.

PLAY 23 (Diag. 7):

This is the basic play on the left, and is almost exactly the same as Play 22 on the right. The left tackle assumes responsibility, while the 4 back carries. The 1 back goes in motion and carries out the option-lateral fake with the qb. The 3 back fakes an outside 22 and becomes a downfield blocker.

The ends are once again blocking defensive halfbacks, and the right tackle goes down the middle as a blocker on the safety, if there is one. Everything said about the 22 Play applies once again here.

The left tackle blocks 2 in or out, according to his call in the huddle; or, by prearranged signal, he crosses and blocks 1 in. The left guard blocks 1 in or crosses and blocks 2 out. The center blocks 0 left or the left linebacker to the right and toward the line of scrimmage if possible. The right guard blocks the man in front (lineman or backer) out or blocks downfield.

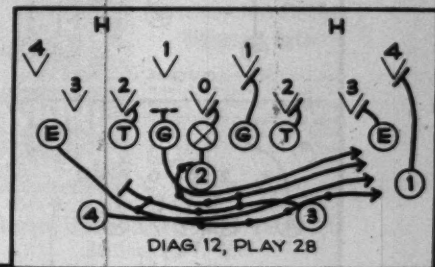
PLAY 26 (Diag. 10):

This is the option play of Split T fame. It starts out looking exactly like a 22 Play. If the faking of the qb and the 3 back is good enough, the defense will be drawn to the 2 hole. A real job of faking the hand-off will result in the 3 back being tackled.

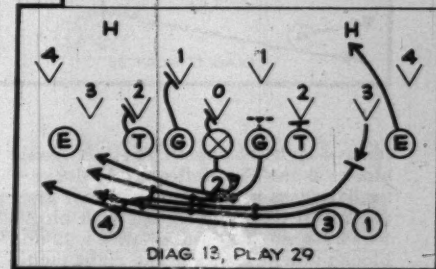
The qb is the key to the success of the play from here on. Having faked the hand-off to the 3 back, he continues down the line with his eye on the defensive left end, who isn't blocked. It's a critical mistake for the qb to drift back from the line of scrimmage.

He must govern his next move by the reaction of the end. If the end rushes to tackle him, he laterals to the 4 back, who was in motion and is now running behind and outside of him. If, however, the end is uncertain or covers outside for the lateral, the qb keeps the ball and turns upfield. Then he may continue straight downfield or at the defensive left halfback and, when about to be tackled, may lateral to the 4 back, who has continued on his flank.

The qb will often find an opportu-



DIAG. 12, PLAY 28



DIAG. 13, PLAY 29

nity to cut back to his left for a long gain. This is similar to the old cut-back used so successfully in single-wing off-tackle plays. It owes its success to the fact that the defenders are all running toward our right and cannot change direction to tackle, and also to the fact that our left end and left tackle are moving across to block.

We play the 1 back as a wide flanker on this play and he blocks downfield on the defensive left half. The right end blocks the outside backer, if there is one. Against a 5-4 defense, for example, our end will take him straight because the backer cannot anticipate whether it's a keep inside or a lateral outside. Against a 6-2 defense, our end will block in on the left linebacker.

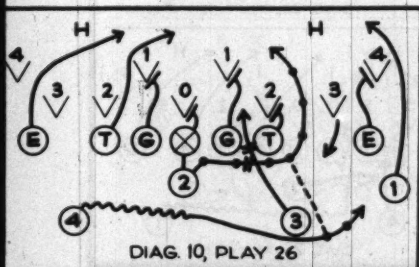
The right tackle must contain 2, who should be drawn inside if the 3 back's fake was well-done. The right guard blocks 1 in. The center blocks 0 left or goes downfield right. The left guard blocks 1 left or 2 left. The left tackle and left end block downfield right, hoping for a cut-back.

If Play 22 and Play 26 are well-executed, the defense will become uncertain and may become so frustrated that they won't tackle at all for fear they've guessed wrong.

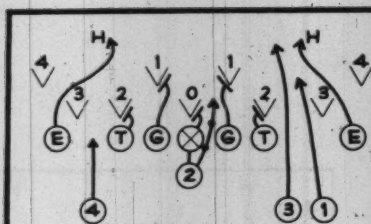
PLAY 27 (Diag. 11):

All that has been said about the previous play, Play 26, applies here. The qb and the 4 back fake the automatic hand-off of Play 23, then the qb continues down the line with the option of keeping or lateraling to the 1 back, who was in motion. Once again the defensive end is left alone to be faked out.

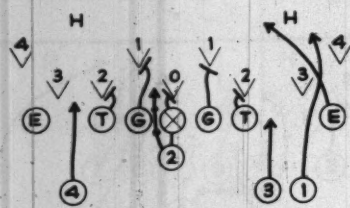
Our left end blocks in on an outside backer or a 6-2 backer; or, if neither of these applies, he goes for the de-



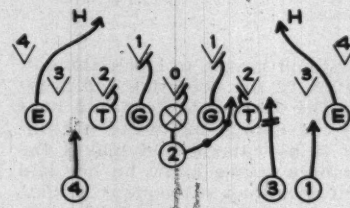
DIAG. 10, PLAY 26



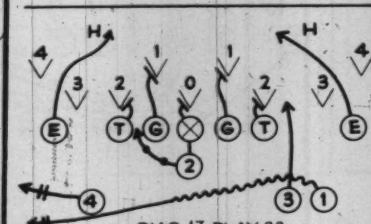
DIAG 14, PLAY 30



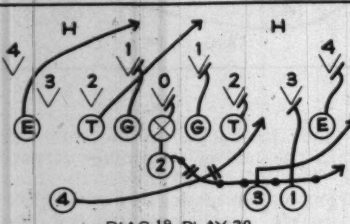
DIAG 15, PLAY 31



DIAG 16, PLAY 32



DIAG 17, PLAY 33



DIAG 18, PLAY 38

fensive right halfback. The left tackle blocks 2 in. The left guard blocks 1 in. The center blocks 0 right or goes downfield left. The right guard blocks 1 or 2 right. The 3 back fakes a 22 and blocks downfield left. The right tackle and right end become downfield blockers left, hoping always for a cut-back run.

QUARTERBACK (30) SERIES (Diags. 14-18):

All these plays involve ball-carrying by the qb. 30 through 33 are used to keep the center of the defense honest and for short gains. Once in a while, of course, they may catch the defense napping and go for a real gain. The 38 roll-out will depend on the speed and running ability of the quarterback.

PITCHOUT (40) SERIES (Diags. 19-22):

These four plays are designed to keep the defense spread and to get the runner outside quickly. The qb must learn the correct techniques in pitching to assure success. Plays 48 and 49

are long pitches, with the receiver running away from the pitcher. To do this quickly and accurately requires plenty of practice.

We had a left-hander last year and found less success with Play 49 than the previous year, when it was a leading ground gainer. The ball must get out there quickly to make it go, as the 4 back is practically on his own with little blocking help. It's the element of surprise and the speed and ability of the carrier that make it go.

BUCK (50) SERIES (Diags. 23-25):

The Buck Series is made up of plays which are really delayed bucks hitting inside holes. Play 51 has an option to use cross-blocking, while the other two plays in this series always use cross-blocking without any special signal.

PLAY 51 (Diag. 23):

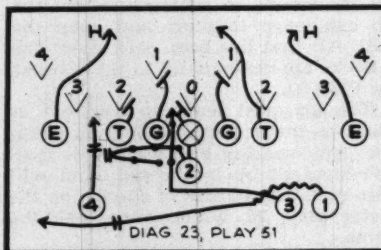
This has been one of our most useful plays. We experimented with the motion of the 1 back and found it was most important to time it exactly. The play wasn't very effective until the 1

back arrived only one step ahead of the 3 back at the snap. If this is timed properly, the defense is deceived into believing the 1 back is the personal interferer for the 3 back around left end. We're toying with the idea of using such an end run play next year as a counter.

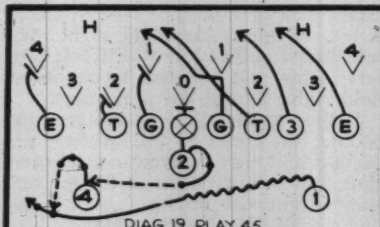
The 1 back fakes receiving a lateral as on Play 27. The qb steps and handles the ball as on Play 23, then pivots back to hand off to the 3 back. The latter must cut sharply off his left foot when opposite the 1 hole and dive into the hole, taking an automatic hand-off. The 4 back fakes Play 23 out. If all the faking is done correctly, the hole tends to open wide enough to accommodate a truck.

The two ends block their defensive halfbacks out. The right tackle checks 2, then blocks down the middle. The right guard, center, and left guard use the blocking previously described for Play 21, using Regular blocking unless the Special Crosses are called.

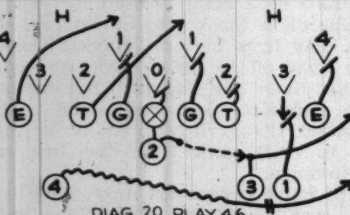
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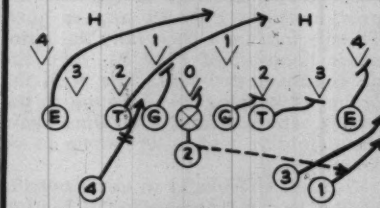
DIAG 23, PLAY 51



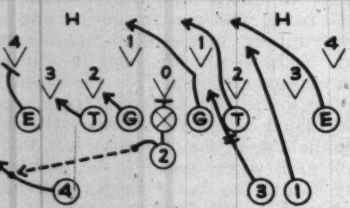
DIAG 19, PLAY 45



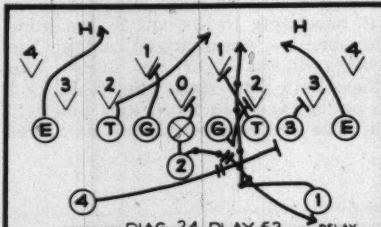
DIAG 20, PLAY 46



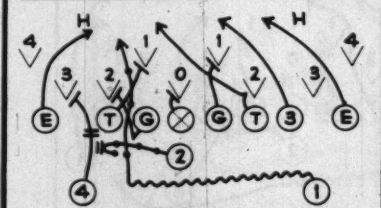
DIAG 21, PLAY 48



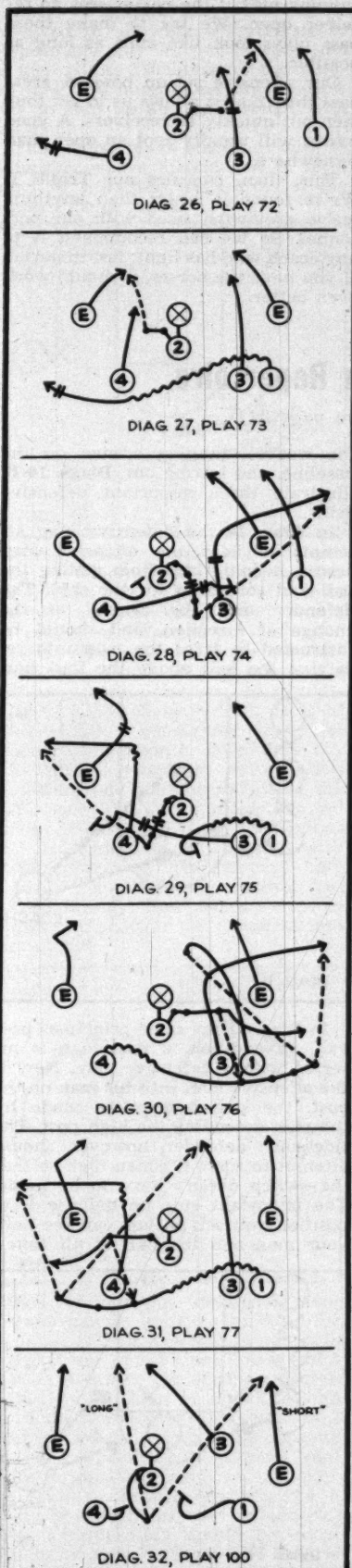
DIAG 22, PLAY 49



DIAG 24, PLAY 52



DIAG 25, PLAY 53



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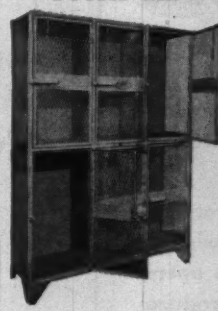
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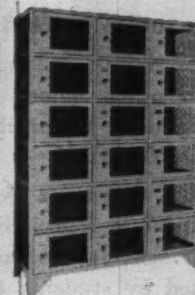
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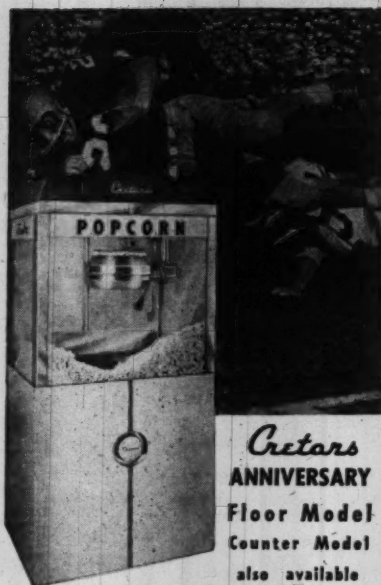
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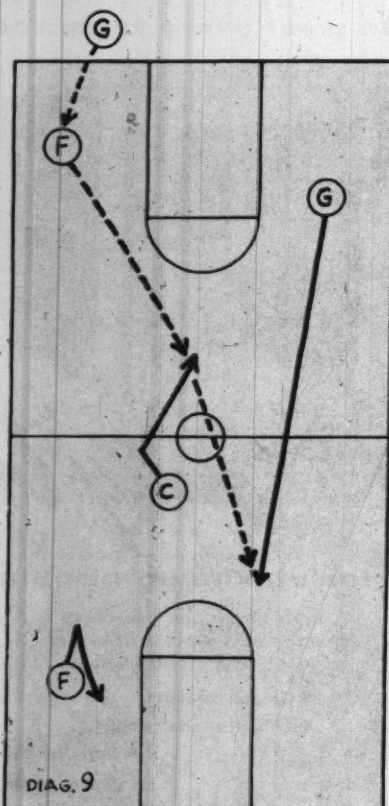
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Complete Team Repertoire

(Continued from page 24)

Diag. 9 illustrates a sound attack against a full-court man-to-man press. The ball is thrown in to either the forward or guard, the center moves to a spot between the top of the circle and mid-court, receives the second pass, and attempts to pass to the opposite side player cutting for the basket.

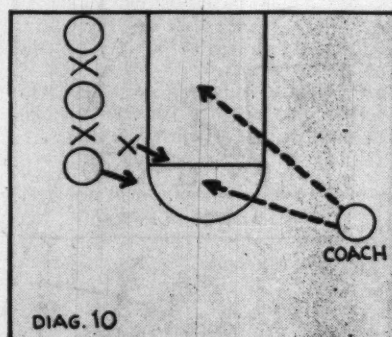


Defensively, your team needs work in four general areas:

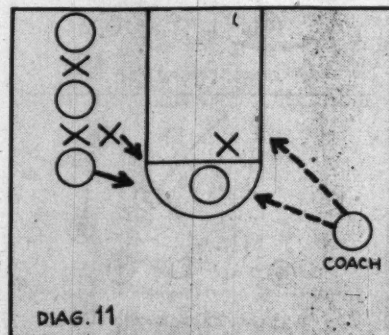
1. Assuming you're a man-to-man coach, much time must be spent in conditioning and footwork training. Good man-to-man additionally demands drills on beating a man across, beating a man to a post, forcing, switching, give-and-go defense, stepping up and going through (defending

the weave), pinning a man on the baseline, and boxing out. Diags. 10-12 illustrate three important defensive drills.

In Diag. 10 the defensive man attempts to beat the offensive man across, keeping him from getting the ball and rolling in for the shot. The defender must be careful of the change of direction, and should be instructed to force the man into receiving the ball above the foul line.

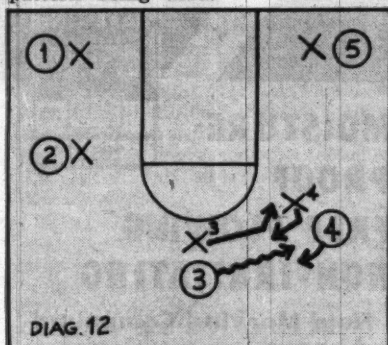


In Diag. 11 the same principles prevail. In addition, a post man is inserted with a defensive man. Now if the offensive man rubs his man on the post, the switch must be made by the man defending the high post. The side-court defender, however, should attempt to force his man high so that the switch doesn't have to be made. The important rule on defense is to position yourself so you can see both your man and the ball at all times.



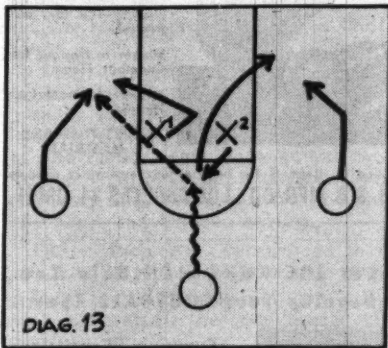
Diag. 12 illustrates the movements involved in allowing a teammate to step up and play his man on reception of the ball. As 3 dribbles for the hand-off to 4, X-3 must loosen up to allow X-4 to step up and go through with his man.

This action takes place not only in defending weave attacks but in most hand-off situations, regardless of the pattern being used.



2. A pressing defense is the second area in which detailed preparations are imperative. Hundreds of games are won or lost during every season by reason of effective or ineffective presses. Whether your choice is a full-court man-to-man or zone press, or a half-court zone press used so successfully by Ohio State and St. Joe's of Philadelphia, a prodigious amount of time and repetition is called for.

3. Thirdly, your pre-season plans should include work in defending the fast break. The easy baskets allowed by the 3-on-2 and 2-on-1 situations will be reduced to a minimum with proper defending. The concern here is to give the 15-foot jump shot, but not the lay-up. Your defense must be taught to maneuver the opponent into that plight.



Diag. 13 indicates the basic defensive movements to be employed in the 3-on-2 situation. X-2 attacks the ball, stopping the dribbler and forcing him to pass. X-1, who has dropped in back of X-2 at the time of attack, covers the man receiving the first pass. X-2 must immediately drop to the opposite side to prevent the next pass from going to the third man.

4. Finally, though you may be a strong proponent of man-to-man defense, consideration should be given to a basic zone defense. The zone is simply a change of pace.

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Training the Goalie

(Continued from page 20)

they'll find that they'll have to chase off-target balls. This also applies to punting: 'keepers must use a low punt to hit a backboard the size of the goal.

The tendency to concentrate on forwards and backs coupled with a general lack of knowledge about goal-keeping often results in a poor selection of goalie material. If the coach will run his candidates through the preceding drills while bearing in mind the following characteristics of good 'keepers, he'll greatly expedite the evaluation of his material.

One thing to remember: Unlike other soccer positions, a boy with little or no experience can become a good goalkeeper quickly—if he has the stuff. And here's the stuff:

BASIC QUALITIES

1. **Hands.** No boy belongs in the nets without capable hands; it's the one asset he has over other players on the field.

2. **Reactions.** So much happens so quickly that only those boys with sharp reactions will be successful in the goal.

3. **Speed.** Natural speed of foot to come out and recover is absolutely essential.

4. **Agility.** The world's best goalkeepers are acrobatic in action; many of the movements depend upon a supple agile body.

5. **Courage.** The 'keeper's skills require daredevil dives and plenty of moxie to get the ball regardless of charging, determined attackers.

6. **Size.** The thin, wiry physique with good height and plenty of reach is best, but stay away from the basketball ectomorph who can't get down or recover his feet.

7. **Balance and Poise.** Look for boys with the ability to move quickly with grace and smoothness of motion, a characteristic of the swimming diver.

8. **Willingness to Work.** Mastery of the skills requires concentrated, grinding, dirty work; success depends on the amount of work invested.

9. **Confidence.** Goalkeepers must have their moves down cold in order to concentrate on defensive tactics out on the field. And they must be able to shake off mistakes and errors.

10. **Voice.** A loud, far-reaching voice is essential for effective communication with backs on defensive tactics. The 'keeper must call every ball deep in defensive territory.

11. **Field Vision.** Goalkeepers must take in the whole game, noting the skills and strengths of the opposition as well as who is having "good" and "bad" days on their own club.



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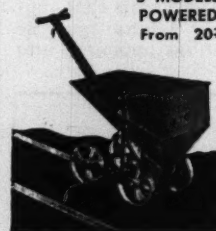
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Basketball Trends

(Continued from page 51)

the basket, and they're defying the ball-handler to see the free man and hit him with the pass.

A coach watching St. Bonventure use this defense last winter predicted at the half that the opponents would slaughter the Bonnies if they continued with that defense. In the days of the old New York Celtics with ball-handlers like Nat Holman, he might have proved right. But today's players aren't ball-handlers; they're shooters and rebounders. The result was that the Bonnies increased their lead in the second half and pulled away to an easy victory.

What can we learn offensively from this? For one thing, we need to put more emphasis on ball-handling and spontaneous team movement to exploit obvious defensive errors. The defense is actually underestimating the offense's ability to handle a ball, and they're right. A good ball-handling unit might make them honest in short order.

Coaches of youngsters just learning the game would do well to re-emphasize the value of the set and driving layup shots before the boys get too old to easily break their habits or establish new ones. An explanation of why the jump shot evolved and how its success depended upon attaining proficiency in the set and layup shots first will sell a lot of kids if you catch them early enough.

Observation #3: *It seems self-evident that, unlike some sports, in basketball the defense usually sets the pace and the offense must react to it.*

This is the very reason for the success of zone, pressing, and team defenses. Coaches have to adjust their offense to the defense and often fail to do so.

When our offense reaches the degree of proficiency where it can dictate to the defense, which is pretty much the situation in the pros, much of the tactical fun in basketball will be lost. Without some real good ball-handling to go along with the shooting the game can become boring.

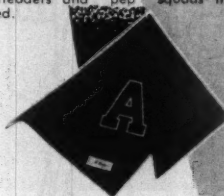
Observation #4: *Every good team needs at least one "take-charge guy."*

He's the indispensable man, as a look back at all the good teams will prove. I can think of several college teams in recent years which didn't live up to pre-season predictions because the forecasts were based upon the shooters and rebounders, without consideration to leadership.

Sometimes in our effort to get good shooters and rebounders into the game, we over-emphasize these factors and forget that someone has run things out there. Most players today have their minds and eyes on the rim, so the easiest solution is to let them concentrate on what they do best and have one or two others do much of their thinking for them.



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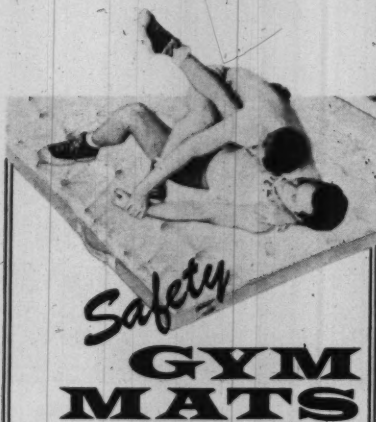
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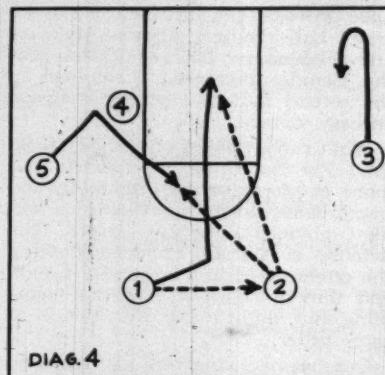
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Weak-Side Pattern

(Continued from page 9)

hand raised as a target. If the return pass isn't feasible, 2 looks for 5 coming to the top.

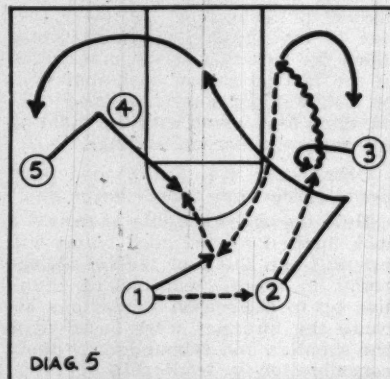
This simple "give-and-go" option should be worth at least one or two baskets a game. It shouldn't be tried too often; and the offensive guard, 1, must be sure his defensive man is set up for it.



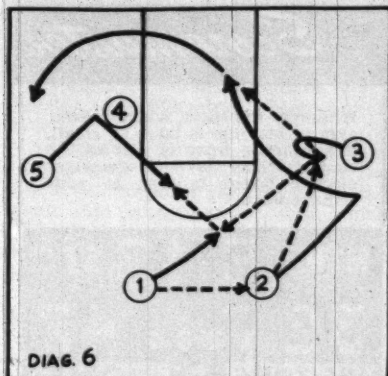
In all four options, whenever the strong-side forward, 3, sees the original passing guard, 1, follow his pass, he goes toward the baseline, drawing his defensive man with him, thereby giving the two guards ample room to work these maneuvers.

Guard-to-Forward Maneuvers:

The first option between the guard and the forward (Diag. 5) is signaled by the guard, 1, passing to the other guard, 2, and staying; then by 2 holding the ball over his head and making an overhead pass to the strong-side forward, 3. 2 then fakes a guard-around maneuver, drawing his defensive man with him, so that both of them go behind 3, who has the ball.



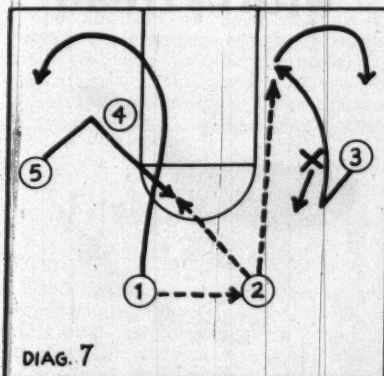
3 must take a step or two toward the basket when he sees guard, 2, with the ball over his head. He does this to give 2 and X-2 room to go behind him. When 2 cuts behind 3, he changes direction so that X-2 is forced to run into 3. If the defense switches on this cut, with X-3 taking 2, 3 drives for the basket, as shown.



If there's no switch on 2's cut, 3 passes overhead to 2 cutting for the basket with his left hand raised as a target, as seen in **Diag. 6**. 3, upon receiving the pass from 2, pivots left to face the basket and braces himself for the impact with X-2, holding the ball over head. The other guard, 1, stays where he is until he sees the play either work or not, then comes over for the outlet pass from 3.

After receiving the pass, 1 passes to the weak-side forward, 5, coming to the top. The cutting guard, 2 vacates the middle and comes back out on the same side from which he started; in this case the right side.

In Option 2 of these Guard-to-Forward Maneuvers, guard 1 passes to 2 and stays as before. But this time forward 3 sees his defensive man overplaying the pass from 2. 3 then elaps his hands in anticipation of the pass from 2, as a signal for the "Stamp-and-Go" maneuver shown in **Diag. 7**.



As the guard, 2, holds the ball over head and fakes the pass to 3, 3 comes forward, stamps his outside foot, and turns inside, going behind his defensive man for a high pass from 2. This maneuver will work once in a while, but shouldn't be overdone. It should discourage any overplaying by X-3.

If 2 is unable to hit 3, cutting for the basket, the other guard, 1, cuts down the middle, setting up a moving screen for forward 5, who's coming to the top of the free-throw line. 3 must then clear rapidly to the same side, while 1 clears to the other side, coming back outside.

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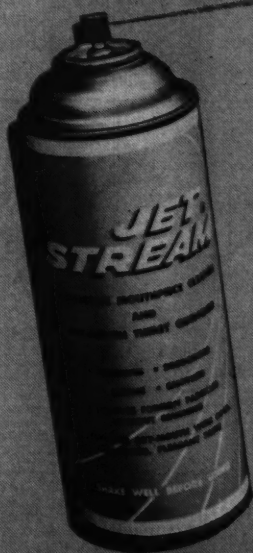
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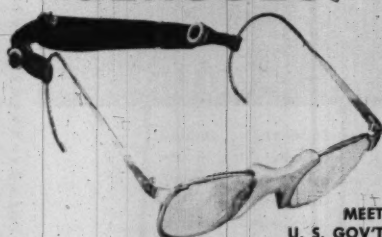
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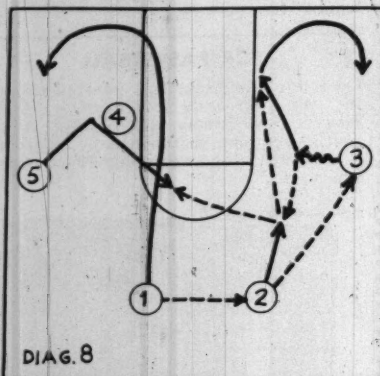
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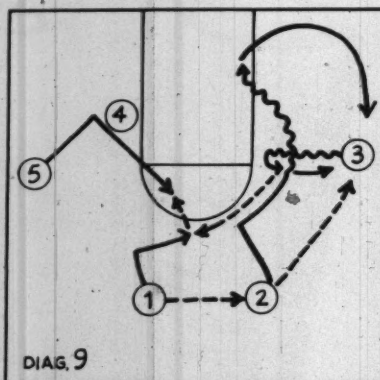
In the first option of this series (Diag. 8), guard 1 passes to the other guard, 2, and stays. 2 then passes to forward 3 and also stays. This gives forward 3 a chance to one-on-one his defensive man. If 3 is unable to drive or get his good percentage shot from outside, he drives one dribble toward the middle, push-bounces to guard 2, plants his left foot, and cuts behind his defensive man toward the basket, with his right hand raised as a target.



DIAG. 8

If 2 is unable to return-pass to 3, the other guard, 1, cuts the middle as before in the Guard-to-Forward series, creating a moving screen for forward 5, who's coming to the top of the free-throw line for the pass from 2. The cutting forward, 3, returns to his regular position, while cutting guard, 1, clears to the outside in the opposite direction.

The second Option, which we call a "Dribble-Stop Clearout" (Diag. 9), is signaled by guard 1 passing to guard 2 and staying, and guard 2 passing to forward 3 and not moving. Once again, forward 3 has the opportunity to one-on-one his defensive man.



DIAG. 9

If this doesn't develop, 3 drives toward the foul line, stops, and reverse-pivots to the outside. 2 fakes a step with his left foot, then drives off the forward's left hip for a flip pass or hand-off, then drives for the basket. If 2 isn't open, 3 passes back to guard 1, who has come over after seeing the maneuver fail. 1 looks for 5 coming to the top and passes the ball to him.

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2 clears back out on the same side he started from, while forward 3 also returns to his original position, (after passing to 1).

Forward 3 cues his defensive man's position to determine which option to run.

As you've noticed by now, we always post the weak side. It's the post's (4) responsibility to go to the weak side whenever he sees which side the guards start from. These maneuvers, of course, can be run to either side of the court.

We're always trying to hit the weak-side forward 5 coming to the top of the free-throw line. Whenever he gets the ball in this area, there are many things he can do. He can shoot his jumper, work different maneuvers with the post man 4, or even set a post for the passing guard to cut by.

The "bread-and-butter" maneuver of our offense is to get the ball to 5 in the free-throw area. To do this more easily, the above maneuvers are necessary to keep the defense from sagging the middle.

If the guard-to-guard maneuvers aren't successful, the remaining guard may immediately initiate either the guard-to-forward or the forward-to-guard maneuvers. The first cutting guard then has the responsibility of getting back outside in a hurry, so as not to give the defense a fast-break advantage.

It's also the responsibility of forward 5, coming to the top, to time his cut by post man 4, after waiting to see any development from the aforementioned maneuvers between the guards and the strong-side forward. Remember, it's better to be a little late than too early in coming to the top.

The addition of these maneuvers gave balance to our offense last season. The jump shooter playing the 5 spot scored an average of 23 points per game, and the good driver in the 3 spot scored an average of 16 points.

Fitness Program

(Continued from page 30)

Five boys in each color group are awarded this honor on the basis of individual performance in the 10 sports-skills events. While all boys take the same battery of sports-skill tests, their performances are scaled according to their particular color group. Each performance is translated into decathlon points as well as grade points.

The La Sierra Program represents the contribution and support of many prominent people in the field of physical education, athletics and school administration.

C. Carson Conrad, Chief, Bureau of Health, Physical Education and Recreation, California State Department of Education, and Special Advisor on Physical Fitness to the President's Council on Youth Fitness, has been the principal motivating force in the



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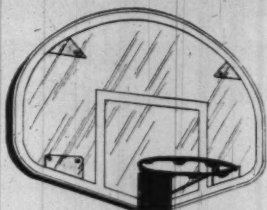
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prolonged and widespread success of the program.

Dr. Ted Forbes, Director of Health, Physical Education and Recreation, President's Council on Youth Fitness, is another who has given his generous support to the emphasis and concept of the program.

Dr. Louis Means, Director of Special Projects, American Association of Health, Physical Education and Recreation, has for many years been a firm advocate of the program concept.

Frank Griffin, Director of Physical Education, Sequoia H. S., Redwood City, Calif. originated the color system and surrounded himself with such men as Al Terremere, Len Casanova, Clyde Devine, and many others to form one of the most efficient and capable physical education staffs in the country.

Stan LeProtti came to La Sierra from Sequoia at the request of Bob Johnson, Principal, for the purpose of instituting the program. Since his arrival at La Sierra, LeProtti and Jack Heron, Director of Athletics, have worked closely in revamping the program toward a more intensive effort in the physical fitness area.

Dr. Russ Esvelt and Dr. Roland Ingraham, both formally Superintendents of Schools in the old San Juan District, demonstrated the positive type of enlightened leadership such a program requires.

Dr. Fred Kiesel, Superintendent of Schools for the newly formed San Juan Unified School District, under whose authority La Sierra now operates, has responded with the same type of leadership.

Earl Johnson, Coordinator of Athletics, San Juan Unified School District, has given his generous support to the program over a period of many years, as has Dr. Bob Irving, Supervisor Physical Education, Sacramento County.

Five-Man Move

(Continued from page 7)

opening, then moves diagonally left to screen for 3.

2 feints a pass to 1, then passes to 4.

3 starts toward the end line, then cuts right toward the basket off 1's back for a pass from 4.

5 drives toward the basket to preoccupy his defensive man, then buttonhooks left upcourt to go off 1's back. He must time his move to be in position to follow up 3's shot or accept a pass from 4 if the latter feels a pass to 3 is unwise.

If 3, upon receiving the ball from 4, considers his position poor for a shot, he's in good position to return the ball to 4, who'll look for 5 as the secondary attack.

If 3 doesn't get the ball from 4, he fades to his left to clear the path for the next move.

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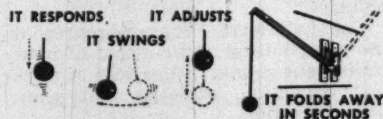
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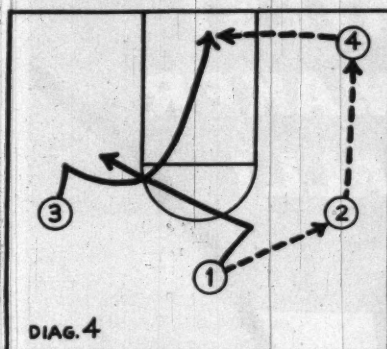
2580 University Ave., St. Paul 14, Minn.

If 4, at this phase, feels that a pass to 5 is dangerous, he retains possession and passes back to 2 to start all over again.

The next endeavor goes to the other side, and works in exactly the same fashion (Diag. 2).

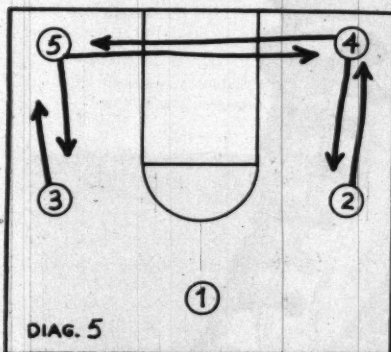
It's essential to introduce the pattern slowly. First start with two players. Analyze each man's moves thoroughly, in the most minute detail. This simple approach will be received with curious interest as you lead them into the final pattern.

Diag. 3: Step 1 is having 1 pass to 2, feint left and drive to the basket for a return pass. Step 2 starts the same way, but this time 2 fakes to 1 and passes to 3, who feeds 1 for the lay-up.



Diag. 4 outlines Step 3. No. 1 feints a pass to 3 and hits 2. 1 takes two steps toward the basket, then screens for 3. 2 feints a return pass to 1, then passes to 4, who feeds 3 coming off 1's back.

The offense doesn't always assume the same spots on each attacking wave. **Diag. 5** shows several positional switches that the boys may effect whenever feasible. 3 and 5, or 2 and 4, or 4 and 5, etc., may change positions before the five-man attack is launched.



By moving the defensive players constantly, the attack will induce them to take their eyes off the ball, creating those all-important openings.

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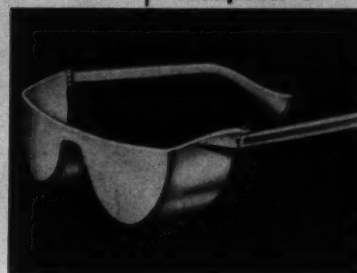


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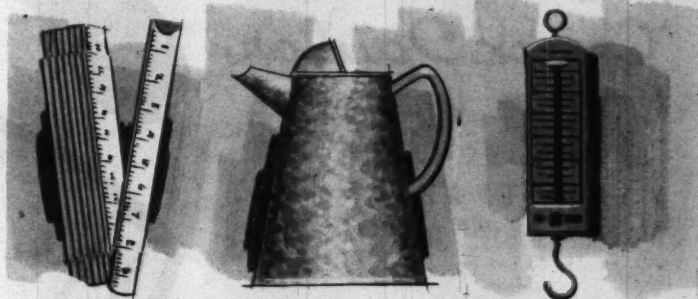
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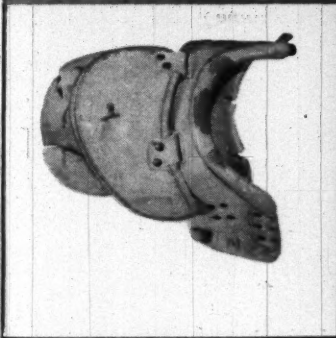
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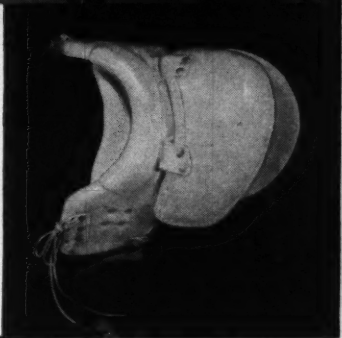
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